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ABSTRACT

This program manual was developed by the Grant-Blackford Development Center in order to help other professionals and organizations working with developmentally disabled persons to improve their recreation and leisure programs. The manual's philosophy is to structure recreation programs for fun, not just for skill teaching; stressing abilities, not disabilities; and to develop activities as part of, not in competition with, recreation activities in the community. The material in the manual is experience-based, having evolved over four years in a community agency serving developmentally disabled adults. The manual is divided into two sections. Section 1 includes an introduction to the program, procedures for client assessment, instructions for resource assessment and development, suggestions for maintaining and generalizing skills learned in the recreation activities, pointers for developing written program directions, and instructional strategies. A sample form for assessing clients' leisure interests and capabilities is included. Section 2 contains representative programs that have been developed at Grant-Blackford, including the following: Atari video games, checkers, Blockhead, Crazy Eights card game, Doodle Art, Fish card game, fishing, indoor gardening, jarts, movies, music appreciation, photography, Pit card game, rug hooking, spectator football, tic-tac-toe, Tommy Wee Wonderful Waterful, Velcro dart game, and Uno card game. Recommended publications consistent with the manual's approach are described in the appendix. (KC)

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A Part, Not Apart: A Systematic Approach to Integrated Recreation and Leisure for Developmentally Disabled Adults

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Preface

This manual is offered to help other professionals and organizations working with developmentally disabled individuals to improve their recreation and leisure program. It is a milestone in a four-year evolution of the approach represented herein. For the past year, Grant-Blackford Developmental Center has had a grant from the Indiana Developmental Disabilities Council (grant number 081780N), which has supported the development and initial distribution of this manual. Other than the publications mentioned in the appendix, there has been no attempt in this manual to review the related professional literature.

Material related to the contents of this volume has been developed by several other Grant-Blackford Developmental Center staff members: Mark R. Draves, Brenda Gibson, Dena Pyle, and Marijean Stephenson. The title was contributed by Peter Witt. The authors wish to thank Mark R. Draves, Executive Director, for support and encouragement, and Pamela Ong-Kuczora, Instructional Specialist, for editorial assistance. A special thanks to Cathy Queen who typed and copied this manual.

September, 1981
DMC
SCC
JAD

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SECTION

I

Chapter One

Introduction

This manual presents Grant-Blackford Developmental Center's approach to recreation and leisure with adult clients. This approach evolved from a dissatisfaction with many of the features of other existing recreation and leisure programs. Too often, there is an emphasis upon the therapeutic nature of an activity, emphasizing what the activity is doing for the individual as opposed to the enjoyment of the activity, as in the mainstream. Frequently, activities for adults are too child-like, furthering the image of an eternal child. Further, activities are more segregated than need be, to the extent that at times specialized activities are even in competition with normal activities in the community. Often, the activities are more group oriented and formal than the activities participated in by the mainstream. Some activities emphasize disabilities and quickly propose adaptations rather than substituting activities which emphasize the abilites of the disabled person and the similarities to the mainstream. There is a further problem in that learning new activities is done in a casual, participatory

manner in contrast to a systematic application of the instructional technology. The approach of this manual was developed to overcome these features which are felt to be undesirable for a majority of the developmentally disabled adults.

This approach is philosophically compatible with the present day normalization philosophy. It stresses participation and integration with the mainstream. Recreation and leisure skills should be treated in the same manner as any other skills to be learned, such as self-care, consumer skills, work skills, social skills, etc. The material in this manual is experience-based, having evolved over four years in a community agency serving developmentally disabled adults. What is described has been proven to be successful for the clients served by the agency. The principles, ideas, structures, forms and suggestions require a lot of planning and hard work, but the effort is very worthwhile, given the benefit to the clients.

This is not a theoretical model and has only a few simple elements. It is recommended that the client, community, and significant others to the client be assessed and developed or instructed to initiate and sustain integrated recreation and leisure for developmentally disabled individuals. This approach is most successful when all of the elements are being carried out. The program is also most successful when carried out in the context of a setting which provides instruction in other life skill areas.

This manual is divided into two sections. Section I includes: Introduction; Client Assessment; Resource Assessment; Resource Development; Maintenance and Generalization; Written Program Dimensions; and Instructional Suggestions.

Section II includes representative programs that have been developed at Grant-Blackford Developmental Center. Some recommended publications consistent with this approach are described in a brief appendix.

Chapter Two

Client Assessment

As a component of the total recreation and leisure program it is very important to assess the client. The proposed assessment philosophy is not to assess the therapeutic need for a given program, but rather, the related client skills, characteristics and interests in recreation and leisure activities. A systematic approach to assessing the client and the home environment with respect to recreation and leisure will make the instructional process and the maintenance of the client in an activity away from the center much easier. Assessing the client must be related to the assessment of the community resources and community recreation and leisure practices and the instructional methodology. The greater the amount of accurate information the better. Grant-Blackford Developmental Center's approach to client assessment covers the following four areas: home environment assessment, client characteristic assessment, client interest assessment, and client practices assessment. The remainder of this chapter includes: client characteristics, home environment assessment, client assessment, and overall principles relating to the client assessment process.

CLIENT CHARACTERISTICS

The individual client characteristics which contribute to the selection of a recreation and leisure activity come from two sources. One source of characteristic relates to the client disability or handicap, and the other source relates to more "normal" individual differences. Examples of the former are general intelligence and mobility. Examples of the latter are creativity and value orientation. It is the second source of non-condition characteristics which is the selection factor in the mainstream population. For example, someone who has generally poor gross motor coordination does not generally participate in certain sports activities. Some of the client characteristics can be changed over time through instruction, counselling, and other processes or through natural "maturing". Some of the client characteristics can be taught as a part of the recreation and leisure instructional program, while others should be taught elsewhere or in coordination. As accurate a method of assessing the individual client with respect to these characteristics is desireable. One should be careful not to presume a client characteristic because of some disability or handicap. It is well to remember that disabled or handicapped individuals may well have greater variation than the general population with respect to the characteristics described below. The following are recommended for assessment:

Expressive communication. Communication ability is critical to more recreation and leisure activities than is usually thought. The method of communication, be it signing, communication board, writing or oral speech, should be identified. Distortions, dysfluencies, articula-

tion problems, etc. need to be identified. The standard is not the traditional speech pathologist's classification system, but the acceptability of the expressive communication to the public. It is good to remember that in anxiety-producing situations, expressive communication skills may be poorer than in the company of an accepting well-known instructor.

Receptive communication. Receptive communication is the ability to comprehend language. Most individuals have a better receptive communication ability than expressive. Beware, however, of the pattern that some disabled individuals have adopted of pretending to understand more than is actually understood. Receptive communication ability may have a lot to do with how much instruction an individual requires or whether he needs just some assistance to access an activity.

General intelligence. This relates to the ability to abstract, generalize, and make fine discriminations. This characteristic relates not only to the instructional process, but may be a limiting factor in the selection of some activities which require too much "intelligence". Perhaps a better method of looking at intelligence is cognitive abilities.

Cognitive abilities. In some theories of intelligence, this is a listing of the factors which make up intelligence. This includes memory, visual perception, etc. It is important to remember that organically impaired individuals may have greater than normal scatter in cognitive abilities. For example, some profoundly mentally retarded individuals may have relatively unimpaired short-term memory.

Creativity. This characteristic relates to what can be referred to as "talent". Talent is associated with the arts. Creativity is also related to tactics and strategies in more complex games. Creativity can be a limiting factor but also a frustrating factor when a "creative" individual cannot learn the methods of expressing the creativity.

Mobility. Mobility relates to the ability of an individual to cover terrain. It relates to public accommodation, such as ramps and elevators, and is usually a limiting characteristic.

Gross motor coordination. There are two levels of gross motor coordination. One level relates to a motor element of the disability which can be a limiting factor or a factor which needs to be considered in finding some adaptive device. The second level relates to the mainstream selection characteristic relating particularly to sports activities.

Fine motor coordination. As with gross motor coordination, there are actually two factors. This characteristic is typically a limiting characteristic, although we frequently confuse speed of performance with dexterity. Some disabled persons take longer but can perform as accurately as required.

Economic means. The current and projected financial resources of the client are important. Remember, however, that the budget of a disabled individual living in a sheltered setting may not contain all of the elements of a person living in an independent setting.

Personal mannerisms. This includes eccentricities and maladaptive behaviors. It is well to remember that "normal" people in the mainstream also have these personal mannerisms. Particularly obnoxious mannerisms can be an over-riding factor in activity selection.

Personality. Personality traits or patterns may play a large part in the pursuit of a recreation and leisure activity. Examples include: shy, extroverted, rigid, etc. These aspects of an individual are strengths and weaknesses which serve as limitations or positive factors in activity selection.

Appearance. Appearance may be related to the disability, but more often is related to personal grooming and costuming skills. The total appearance of an individual creates a first impression which may well determine the success or failure of all interactions with a person in the future. It is well to remember that appearance may be very different around a work setting or other disabled individuals than it is out in public.

Socialization. Socialization includes manners and customs and experience-based sophistication. Again, the skills observed in the client in a segregated setting may be very different from the actual and potential skills which may be present in a more formal or public setting.

Interpersonal skills. The more formal interpersonal skills are reflected in socialization, such as manners, while the less formal skills relate to: maintaining social distance from a person, expressing concern, conversation dominance, etc. The socialization and inter-

personal skills are probably the most important area for integrating an individual into a mainstream activity. Unfortunately these skills are very difficult to define and are often not taught very systemmatically.

Value Orientation. Religious beliefs, right and wrong, and legal or illegal acts may determine activity selection.

Academic Skills. Although not so much of a client characteristic, it is realistic to think of this as a client characteristic in selecting activities. Reading level, counting and mathmatical ability, time telling, money utilization, and other functional academics are very important. Not very many of these "academic skills" can be taught as a part of a recreation and leisure program.

There is an advantage to the recreation and leisure program being only a part of a larger developmental program. More information concerning the client is available, and the client can receive instruction, counselling, therapy, etc. from other team members in a skill or characteristic that relates to the recreation and leisure program. At Grant-Blackford Developmental Center, client characteristics are known to the entire professional team, and the number of adult clients (100) is small enough so that the potential clients for the recreation and leisure program are known to the two instructors. In these circumstances, a more formal cataloging of client characteristics is not felt to be necessary, although the client characteristics are kept in mind in selecting clients for activities and activities for clients.

HOME ENVIRONMENT

Almost as important as assessing the client is the assessment of the home environment. The home environment may vary from a nursing home, a group home, the client's own family, or a setting where the client lives independently. The home environment should be assessed as the home environment exerts present and future controls over the client, and the home environment has been a major source in most cases in shaping the client's recreation and leisure interests and practices. Such an assessment of the home environment may also reveal necessary changes that may have to be made in the attitudes, knowledge, or practices of the home environment, or realities that may prohibit certain activities. It is helpful if there has been a visit made to the home to actually view available space, transportation possibilities, etc. Grant-Blackford Developmental Center uses a five-page form with 34 question areas to assess the home environment. The areas of questioning include: transportation; social; spectator; interests; time utilization; responsibilities; recreational environment; problems encountered; and home preferences. Typically conducted over the telephone, the interview can last as much as 45 minutes. All of the principles relating to interviewing, such as rapport building and response priming, apply. The home environment interview serves the duel purpose of obtaining information and involving the home environment in the decision-making process of selecting what activities the client will be learning. The Grant-Blackford Developmental Center outline for this interview is found at the end of this chapter and is entitled "Home Environment Assessment". Some knowledge of the longer range living arrangement goals of the client is helpful, for it may well be that the client will be changing environments.

CLIENT ASSESSMENT

The most important element of assessment in recreation and leisure programs is assessing the client practices and interests in recreation and leisure. There are many difficulties with assessing interests of disabled individuals stemming from two main sources. The first source is the often lack of knowledge and experience about recreation and leisure possibilities. The second source is a possible distortion of how the client sees himself. Clients may under or over estimate their capabilities and potentials, or deny some realities which would interfere with either the learning or participation in an activity. Grant-Blackford Developmental Center has developed a method of assessing client practices and interests which has been successful for the vast majority of clients served by the agency. There are obvious elements of assessing client practices and interests in the home environment interview.

Direct client assessment is in three parts. The first part is a more open-ended interview, which contains some elements of leisure counselling: information such as presence or absence of the concept of leisure, knowledge of leisure resources, etc. This portion of the client assessment is generally non-threatening and is used as a part of rapport building. If necessary, some questions may be left until the end of the overall assessment process. It is interesting to compare the somewhat similar client questions with the home environment questions. The outline questions are found at the end of this chapter entitled "Client Interview".

The second element of direct client assessment is the client practice and

interest slides. The 120 slides are shown to the client on a back-lit slide presentation device. The categories of slides are: social activities, games, sports, craft/mechanical, outdoor activities, and collections/hobbies. The slides were taken by agency staff from staged and actual situations and various media. There are four areas of questioning for each slide: identification, participation, enjoyment, and interest. In the identification questioning, the client is asked to identify the activity portrayed in the slide. He is further asked to describe the activity. If the client cannot identify or describe the activity, or some additional identification or description is needed, the instructor provides same. Next, the client is asked if he has ever participated in the activity, with discrimination made as to whether he currently participates in the activity. The third line of questioning is whether the client would enjoy the activity. The fourth line of questioning deals with whether the client is interested in learning the activity or would like to do the activity more frequently. Activities for inclusion in the slides were selected from recreation and leisure inventories created for other purposes, from the instructional staff experience, and from the stated client interests. The current list of activities (sample at the end of the chapter) is a smaller list of activities compaired with the original list. Some more exotic and unusual activities have been eliminated, as have some activities which are not as readily available in the immediate area. Other additional activities or versions of activities are noted as the process occurs.

The third direct client assessment element used at Grant-Blackford Developmental Center is the determination of activity dimensions for each client. Fifty-five pairs of slides are shown to each client. As much as possible, the (mostly

staged) slides depict variations of the same activity. The activities depicted include: eating, racketball, movies, bowling, basketball, painting, video games, music, frisbee, ceramics, bicycling, and jogging. The client is shown a pair of slides and asked to make a choice of which version of the activity he would prefer. It is a forced choice, even though the client may indicate he does not like that particular activity. The following activity characteristics are sought: solitary, home, away from home, pairs (same sex), pairs (opposite sex), groups (same sex), groups (opposite sex), active, passive, competitive, and in-formal. After all of the slides have been presented, analysis of the responses will reveal patterns of preference. For the response form, see the end of the chapter with the form entitled "Activity Dimensions". An example might be the client consistently chooses active or passive versions of an activity. After studying the direct client assessment information, it may be necessary to clarify some responses or preferences with some clients. It is important to give the client feedback on the "results" of the assessment at this time, and with the final selection of activity for instruction or facilitation.

ASSESSMENT PRINCIPLES

Whether the assessment process is as sophisticated or detailed as the procedure used at Grant-Blackford Developmental Center or a much less structured approach, the general elements in the preceeding sections should be included in the assessment or determination of what activities might be best for a client. The actual selection of an activity for either instruction or facilitation stems from a distillation of information from all sources, and then the instruction or facilitation process can begin. The following

points are important in considering activity selection:

Home environment report of client practices. This is necessary to check the information from the client, and when the client cannot provide information. It also identifies and establishes the recognition that the client engages in recreation and leisure practices.

Home environment expectations for client. Ascertaining what is desired from and for the client will facilitate later assistance in learning and maintaining the activity, and may reveal underlying attitudes about the client. How the home environment views the client is directly related to how the client views himself and the support the home environment will provide later.

Home environment practices. It is good to know what other individuals at home do for recreation and leisure. Often, the family may desire to have the client participate, but has been unable to teach the client or unwilling to include the client.

Home environment dishonesty. The interviewee from the home environment may well distort the actual recreation and leisure pastimes. This may be because they want to "professionalize" reality for a professional, or they may engage in some culturally disapproved activities. The most frequent distortion is in the amount of television watched by the family (under-reported). People also tend to distort the societally valued or glamorous activity participations (over-reported).

Home environment privacy. It should be remembered that it is somewhat a violation of the privacy of a person's "castle" to ask about family practices. The right to access accurate information is only justified for the benefit it provides the client, and all information should be treated confidentially.

Home environment values. The religious, ethical, and other personal values of the home may determine certain preferences. This can be against card playing in a strongly religious home, or toward charitable, helpful activities in another home which values charitable acts towards others.

Home environment client controls. The mobility and freedom afforded a client by his home environment will directly determine whether a client can participate in activities outside of the home. There may be limitations on time, distance, control of spending money, etc.

Covert, overt messages. In dealing with both the home environment and the client there are many overt things communicated, but there are also some underlying interpretations which greatly affect the selection and participation in activities. For example, if a home environment indicates covertly that the client is worthless, the home environment probably will not be very accommodating to facilitate client participation in certain types of activities. Likewise, the emotion and vocal tones from a client may reveal more in an interview than the actual response to a question.

Relate to long and short-term goals. Activity selection should relate

to the present circumstance of the client and the projected future circumstances. For example, a person who will remain in a highly restrictive nursing home may well be severely limited in recreation and leisure possibilities. Recreation and leisure skills are for long and short-term utilization.

Check for disability handicaps. There are some organic conditions which effect many areas of a client's functioning and may have shown up in other instructional areas. Identifying memory problems, seizure problems, and other disability related handicaps could be very useful. However, the most frequent error is to be over-protective; for example, preventing epileptic individuals from any and all physical exertion, competition, stress, etc.

Check for necessary social skills. The social skills possessed by the client, or lack thereof, are the chief determiners of eventual successful integration. While some social skills can be taught as a part of instruction, this may well be the strongest reason for not selecting a particularly "social" activity.

Check for academic skills. Academic skills may frequently be overestimated in their importance to a recreation and leisure activity. For example, counting and addition are not necessary for all members of a bowling team, only one. There are alternative methods to reading instructions. The purchase of materials, supplies, and equipment need not be carried out by the client, thus removing the need for money skills. However, when the skills are necessary, the skills may not be

able to be taught as a part of the recreation and leisure instruction, but rather as a separate academic instruction.

Check for financial ability. This relates to the present and projected financial capabilities. Obtaining information about the client finances is, of course, confidential, and in relation to a client living at home, may reveal a need for some advocacy when a client has no control or is losing his money. Financial ability information may reveal a need for instruction in consumer education and budgeting, which are separate from a recreation and leisure program.

Check for transportation. Knowledge of the public transporation possibilities accessable to the client is important. Knowing how other family members solve transportation problems can also be important. Overall knowledge of the client's routine schedules for appointments, etc. may make it possible to add a recreation and leisure activity onto some scheduled event.

Base selection on established facts. The longer a disabled client remains with an organization or has records maintained about him, the greater the probability of distorted information. The information on which decisions on activity selection should be made must be accurate and timely. Prejudices should not come into play. It is good to recognize, however, that everyone does have beliefs and attitudes which are not based upon fact, and at times these distortions may well have the same impact as facts.

Do you have to teach it? Unless a thorough assessment of previous

recreation and leisure practices is conducted, it cannot be determined if the client's not performing a given activity at the present time is a motivational or instructional problem. Many clients have long forgotten interests which can be renewed or re-introduced to the maintaining environment.

Do YOU have to teach it? Through assessment, one should be seeking both the activities that need to be taught by the center and activities which can be learned through more natural "mainstream" methods. This is the difference between a leisure counselling approach and an instructional approach. Also, some perfectly acceptable leisure activities may require no instruction from anyone, but merely stimulation or facilitation.

Can you teach it? When a client needs instruction in a particular activity and cannot learn it through the "mainstream method", it is up to the instructor to teach the activity. Even after exhausting volunteers and other instructional resources, it may well be that even though an activity could be learned by a client there is no present resource to teach it. A full assessment of an individual's interests would include these activities, even though at present there is no instructional program or resource available.

Don't professionalize. Recreation and leisure professionals tend to overly stress structured, group oriented activities; whereas, in the real world, for a majority of the people a relatively small percent of recreation and leisure time is spent in such activities. Assessing

clients means assessing all forms of recreation and leisure pastimes. Likewise, professionals tend to schedule and "over program" time by defining it into artificial classifications called recreation and leisure pursuits. In reality, staring at a sunset, sitting and thinking, and having nothing scheduled is perfectly normal.

Beware of deviancy image. There are some "normal" recreation and leisure pursuits which are looked upon with disfavor by a majority of the mainstream society. A similar warning can be issued for out-and-out illegal or technically illegal activities. These activities may be best to be avoided, or at least selected with extreme caution.

Beware of staff value orientation. Instructors, with their advanced educational degrees, typically broader experiences, and sophistication in comparison to many disabled clients, have some different recreation and leisure interests from clients. The activity selection should be in terms of the client as opposed to in terms of the staff. A possible similar warning could be issued concerning siblings and family. This should not, however, rule out similar interests of clients to staff, family, or siblings.

Beware of instructional halo. When a client selects an activity, caution should be used because the client may be selecting the instructional process as opposed to the eventual participation in the activity away from the instructor or instructional setting. A popular instructor will have little difficulty in finding clients who want to learn almost any activity, but the task is to instruct or initiate an activity which will be carried

on later. The best answer to the frequently asked question, "Who is going to teach it?", is "That is not known at this time."

Placing a client at risk. The usual concern is "how much risk". The instructor has an over-riding responsibility to protect the client from severe risk for which the client is not prepared. The physical risks are most easily recognized, although the social and emotional risks are also present.

Is there enough time and space? There should be sufficient knowledge of the client's home environment to determine if there is sufficient space to pursue an activity or space to store activity materials and supplies. There also needs to be sufficient knowledge of the client's schedule and the constraints put upon the client's time by other responsibilities. Some activities have time constraints and others do not.

Interests come in clusters. As is suggested from the activity dimension analysis, people tend to like activities in groupings. Once one interest is discovered, a little further searching may reveal a group of related interests such as other games, other collections, other needlework, etc. Discovering clusters will increase the longevity of the recreation and leisure pursuits, for a client may move from one activity to another within a cluster.

Number of interests. Too few or too many interests can both be bad. The solution to too many interests is a priority setting, while the solution to too few a number of interests is some sampling technique by agreement.

Many clients have learned a positive response set, say "yes" to everything.

Fads - good and bad. Client interest in a fad has positive and negative aspects. One is more acceptable to the fad group if one can participate, and thus integration becomes more likely. However, if the skills involved in the fad are difficult to learn and the fad will be short-lived, it may not be worth the instruction time. Also, bizzare or attention-getting fads should be avoided.

Establish client rapport. As with any assessment technique, the assessment of recreation and leisure interests and practices requires good rapport. It may be necessary to conduct the assessment over several sessions or to use a facilitator person.

Attractive assessments. It is best to be aware of the falsely attractive elements in the assessment technique. The individual doing the assessment may have different results from another individual due to the previous history of the client or family with that person or personal characteristics of the assessor at the time of the assessment. In a like manner, slides of attractive people pursuing an activity tend to receive more positive response than unattractive people doing an activity.

Flexibility in assessment. Tools that are constructed to assist in assessing client practices and interests in recreation and leisure are tools to achieve a purpose. The purpose of the assessment should not be lost, nor should excessive rigidity be maintained in the process. Not

all clients will respond to a particular assessment system, and other assessment techniques may have to be developed. The Grant-Blackford Developmental Center procedures in this chapter are not statistical tools, but rather, pieces of information to assist in a professional decision.

Involve the client. If the client is not involved in each aspect of the determination of recreation and leisure activities the client may not attain the long-range objective of participating in the activity the way others do. Agreement by the client is critical.

Use the information. When time and effort has been expended to collect information on recreation and leisure practices and interests, the information should be used. All too frequently, such information is collected and then ignored. In assessing recreation and leisure practices and interests, use any and all information available.

LIFE
Leisure Interest and Feasibility Evaluation

Grant-Blackford Developmental Center
2724 South Carey Street
Marion, Indiana 46952

CLIENT NAME _____

ADDRESS _____ PHONE _____

LIVING STATUS:

____ With Family ____ Independent Living ____ Sheltered Living
(specify) _____

GUARDIANSHIP STATUS:

____ Is Own Guardian ____Other _____

Parent or Guardian Name _____

START DATE _____

IPP CYCLE _____

PREVIOUS CLASSES _____

_____

_____

PHYSICAL OR MEDICAL RESTRICTIONS _____

_____

_____

SURVEY DATE _____

ANALYSIS _____

_____

_____

_____

_____

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L'Il
Home Environment Assessment

Transportation

a. What is _____ most common mode of transportation?

1. Walking___ 2. Bicycle___ 3. City Bus___ 4. Hitchhiking___

5. Ride from friend___ 6. Ride from home___ 7. Drives car___

Comments: _____

Social

b. What social groups is _____ involved in? (Churches, Clubs, Lodges, YMCA, YWCA, etc.)

c. With whom does _____ spend most of his/her recreational time? _____

Does he/she go on dates or with groups of friends _____

How often _____

Spectator

d. The following questions concern _____ interests in movies, plays, concerts, sporting events, and other spectator activities.

1. How often does _____ go to the movies? _____

2. Who does he/she go with? _____

3. How often does _____ attend a play? _____

Who does he/she go with? _____

4. How frequently does _____ attend sporting events? _____

Who does he/she attend them with? _____

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5. How frequently does _____ go to a concert? _____

Whom does he/she go with? _____

6. What other spectator activities does _____ attend? _____

With whom? _____

7. What is _____ favorite spectator activity? _____

Comments: _____

Interests

e. What does _____ most often watch on television? _____

f. Does _____ have an interest in making things? _____

(Such as macrame, knitting, sewing, woodworking, models, painting)

How many hours a month is he/she involved in these types of activities? ___

g. Does _____ have any collections, such as rocks, bottles, stamps, coins, license plates, etc.? _____

h. Are there sports which _____ enjoys? _____

(Such as softball, basketball, swimming, lawn games, bowling, volleyball)

Has he ever been on an organized team? _____

i. How many hours per month does _____ spend playing sports? _____

j. Do you think that physical activity would be good for _____? _____

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k. What sort of things does _____ enjoy doing outdoors? (Camping, Jogging, Skiing, Bicycling, Gardening, Picnics, Yardwork, etc.) _____

l. Which does he/she do most often? _____

m. How many hours per week does he/she spend doing outdoor activities? _____

In spring and summer? _____ In Fall and winter? _____

Who does he/she do these activities with? _____

n. What kinds of games does _____ enjoy playing? (Uno, poker, checkers, monopoly, agrivation, darts, video and electronic games, etc.) _____

o. What games do you have at home? _____

p. Which games are most often played by the entire family? _____

q. Does _____ usually play? _____

Time Utilization

r. How does _____ usually spend his/her time after work? _____

s. What does he/she do on weekends? _____

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Responsibilities

t. What kind of chores does _____ do around the house? _____

u. What are his favorites? _____

v. Which ones does he least like to do? _____

w. Does he/she help with the shopping? _____

x. Does _____ help with the yardwork or mowing the lawn? _____

y. Does _____ help with the laundry? _____

Recreational Environment

z. How many people are in the house:

1. Under age 20 _____
2. Ages 20-30 _____
3. Over age 30 _____

aa. What kinds of interests do they have:

1. Crafts _____ 2. Sports _____
3. Collections _____
4. Social groups or clubs _____
5. Outdoor activities _____
6. Additional comments: _____

bb. What kinds of things do family members do for fun on weekends? _____

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cc. What kinds of things do family members typically do in the evenings? _____

Problems Encountered

dd. What kinds of things are most apt to keep _____ from doing recreational activities? _____

ee. Which of the following problems most often keep _____ from doing recreational activities?

1. Transportation 2. Cost 3. Supervision 4. He/she does not know how to do activity 5. There is nobody to do the activity with 6. He/she does not have interest 7. He/she may be taken advantage of 8. Other

Home Preferences

ff. What types of new recreational activity would you most like to see _____ involved in? _____

gg. What could we do to facilitate his/her involvement? _____

hh. Comments: _____

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LIFE
Client Interview

1. What kinds of things do you do for fun?

   a. Do you watch TV?
   b. What are your favorite programs?

2. What do you have fun with?

3. What do you do with your friends for fun?

4. What do you like to do by yourself?

5. What are your favorite games?

6. Do you like sports? Which ones? Would you rather watch or play?

7. Do you collect anything? What kind?

8. Do you make things? What? What was the last thing you made? Where was that?

9. What kinds of things do you do outside?

10. What do you do on the weekends? Who with?

11. What kinds of things do other people in your family do?

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LIFE
Client Leisure Preferences

SOCIAL ACTIVITIES	Identification	Participation	Enjoyment	Interest
Dancing	+ D	+	-	-
Square Dancing	+ D	-	o	-
Attending Movies	+	+ C	+	+ f
Attending Plays	D	+ C	+	+ f
Attending Concerts	+ D	+ C	+	+ f
Attending Parties	+ D	+	+	+ f
Throwing Parties	- D	-	o	-
Singing	+ D	+	+	+ f
Dating	+ D	-	o	-
Club Membership	-	-	o	u
Folk Dancing	-	-	o	-
Informal Discussion	- D (sports)	+	+	+
Visiting Friends	- D	+	+	+
Political Groups	-	-	o	-
Volunteer Work	-	-	o	-
Going out to Eat	+	+	+	+
Shopping	+	+	+	+
Sports Observation	+ D	+	+	+
Religious Activities	+	+	+	-
YMCA	+	-	o	+
YWCA	+	-	o	-
Visiting Museums	- D	+	-	-
Picnicking	+ D	+	+	+

+ Positive response
- Negative response
D Could describe activity
C Currently participants
o Not applicable
f Would like to do more frequently
u Uncertain

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Games	Identification	Participation	Enjoyment	Interest
Pinball	- D	-	o	-
Pool	+ D	+	+	+ I
Video/Computer Games	- D	-	o	+
Checkers	+ D	+	+	+
Darts	+ D	+	-	-
Pitching Horseshoes	+ D	+	+	+
Uno	+ D	+	+	+
Other Card Games	-	-	-	-
Dominoes	-	-	o	+
Board Games	-	-	o	-
Ping Pong	+ D	+	+	+
Miniature Golf	+ D	+	+	+
Puzzles	+ D	+	-	-
Aggrivation	-	-	-	-
Croquet	+ D	+	+	+
Monoply	D	-	-	-
Tick Tack Toe	+ D	+	+	+
Bingo	+ D	+	+	+

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SPORTS	Identification	Participation	Enjoyment	Interest
Skiing	+ D	-	o	-
Water Skiing	+ D	+ (tried)	o	-
Tennis	+ D	+	+	+
Soccer	+ D	+	+	+ f
Football	+ D	+	+	+
Softball	+ D	+	+	+
Basketball	+ D	+	+	+
Bowling	+ D	+	+	+ f
Golf	+	+	+	+
Swimming	+ D	+	+	+
Jogging/running	+	+	+	+
Badminton	- D	-	-	-
Volleyball	+	+	+	+
Weight Lifting	+	-	-	-
Roller Skating	+ D	+	+	+ f
Racquetball/handball	-	-	o	+
Snorkeling	- D	-	o	-
Physical Fitness	+ D	+	+	+
Hockey	+	-	o	+
Frisbee	+ D	+	+	+
Judo/Karatee	+ D	-	o	-
Ice Skating	+	-	-	-
Archery	-	-	-	-

\+ Positive response
\- Negative response
D Could describe activity
C Currently Participants

o Not applicable
f Would like to do more frequently
u Uncertain

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CRAFT/MECHANICAL	Identification	Participation	Enjoyment	Interest
Stained Glass	-	-	-	-
Quilt-making	- sewing	-	-	-
Painting	+ D	+	-	-
Macrame	-	-	-	-
Flower Arrangement	-	-	-	-
Weaving	- D	-	o	+
Ceramics	- D	+	-	-
Wheelthrown Pottery	-	-	-	-
Rug Hooking	-	-	-	-
Knitting/Crocheting	-	-	-	-
Working with Tools	+ D	+	-	-
Handyman Activities	-	+	-	-
House Painting	+ D	+	-	-
Woodworking	- D	-	-	-
Furniture Refinishing	-	-	-	-
Wood Carving	-	-	-	-

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OUTDOOR ACTIVITIES	Identification	Participation	Enjoyment	Interest
Gardening	+ D	+	-	-
Camping	+	+	+	+ f
Backpacking	+	+	-	-
Birdwatching	- D	-	-	-
Horseback Riding	+	+	-	-
Bicycling	+ D	-	-	(afraid he'd - get hit)
Sight-seeing	- D	+	+	+
Sailing	+ D	+	+	+
Motor Boating	+ D	+	+	+
Canoeing	+ D	-	o	- to dangerous
Yardwork				
Passive enjoyment of Scenery and Wildlife	- D	+	+	+
Tobbogaping	+	+	-	-
Fishing	+ D	+	+	+

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COLLECTIONS/HOBBIES	Identification	Participation	Enjoyment	Interest
Tin Soldiers	+	-	o	-
Model Railroad	+ D	+	+	-
Bottles	+ D	-	-	-
Art	+ D	-	-	-
Records	+ D	+ C	+ likes to listen	+
Baseball Cards	+ D	-	-	-
Coin	+ D	-	-	-
Stamps	+ D	-	-	-
Ceramics	+ -	-	-	-
Arrowheads	+	-	-	-
Rocks	+	-	-	-
Butterfly	+	-	-	-
Dolls	+	-	-	-
Model Collections	+	-	-	-
Antique Collections	-	-	-	-
Basket Collections	+ D	-	-	-
Beer Can Collections	D	-	o	-
Plant Care	+ D	-	o	-
Aquariums	+ D	-	o	-
Reading	+ D	+	+	+ Library interest but doesn't have card
Playing Musical Instruments	+ D	-	o	-
Listening to Music	+ D	+	+	+
Listening to Radio	+ D	+	+	+
Watching TV	+ D	+	+	+
Cooking	- D	-	-	-

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COLLECTIONS/HOBBIES CONT.	Identification	Participation	Enjoyment	Interest
Model Building	+ D	-	-	-
Pets	+ D	+	-	-
Other	+	+ C	+	+
Collects Pencils				

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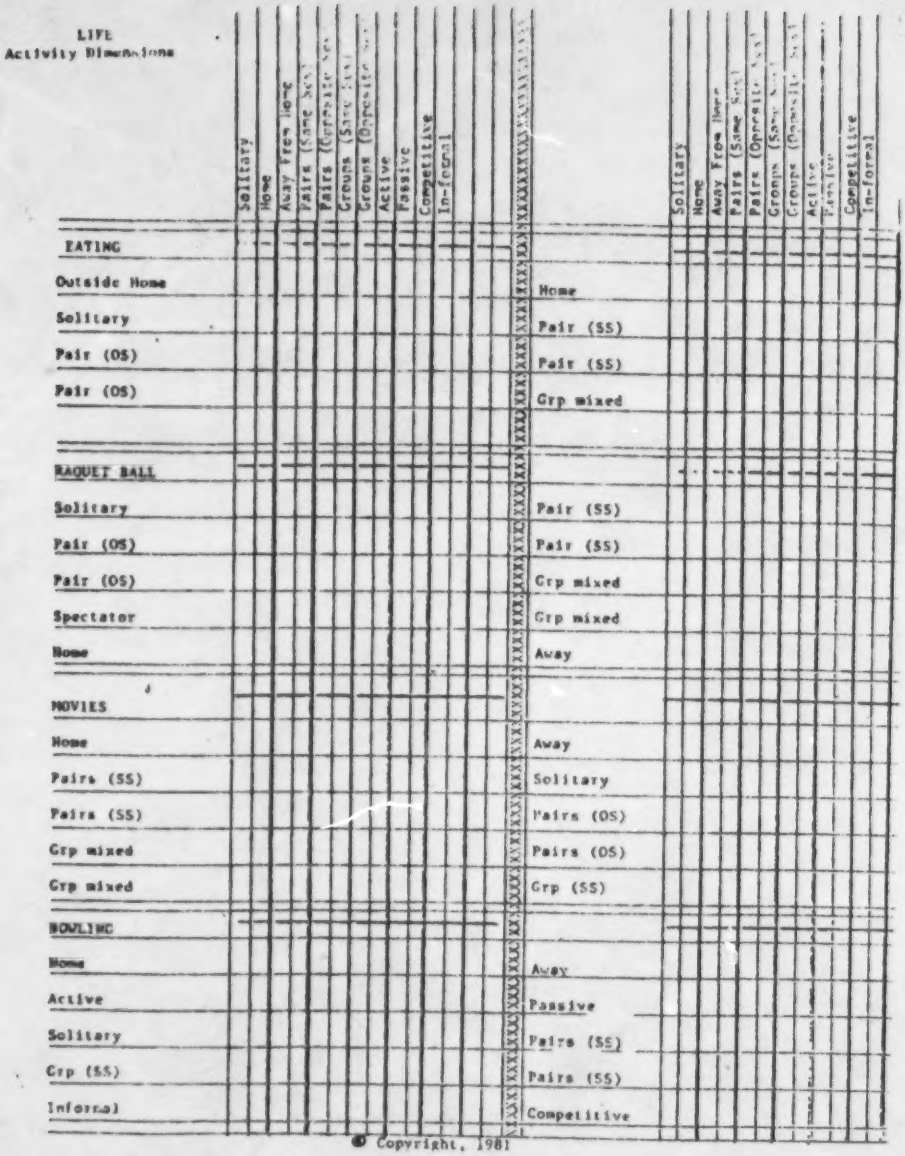

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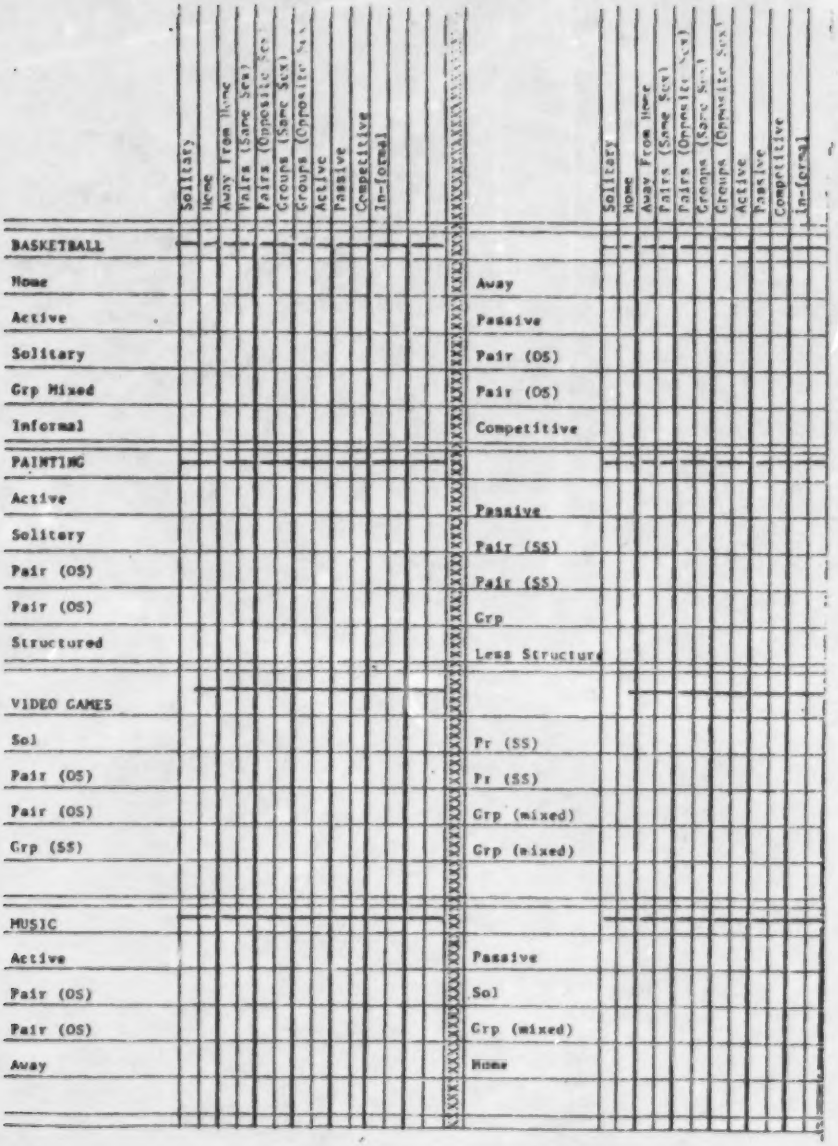

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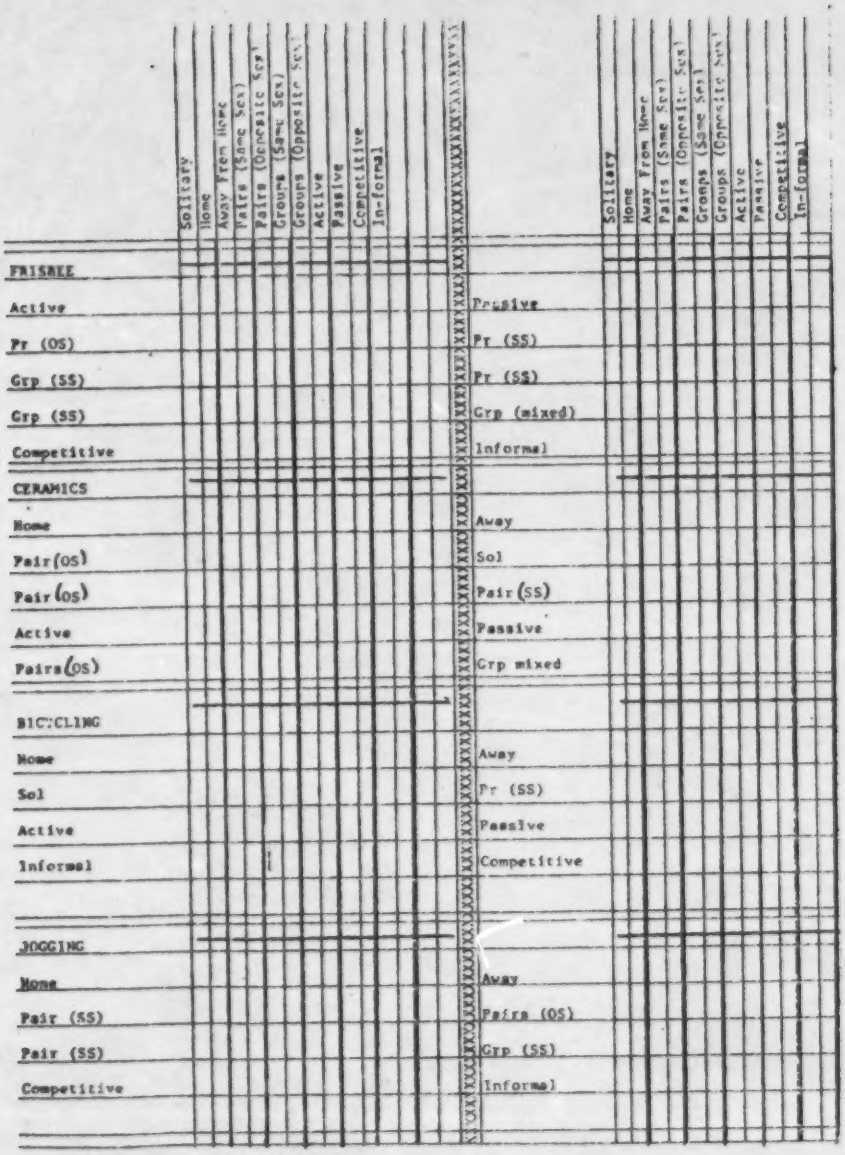

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Chapter Three

Resource Assessment

Since the goal of this approach to recreation and leisure is to have clients participate in the mainstream recreation and leisure activities, identifying these activities is important. To some extent, home-based activities have been covered under the "Assessing Clients" chapter. Recreation and leisure pastimes and activities away from the home tend to be associated with groups, organizations, or settings. It is very important for the instructor to identify the particular pastimes and activities in the vicinity. No two catchment areas are the same, and there will even be great variation within a catchment area as it relates to the location of a particular client. The groups, organizations, and settings can be thought of as recreation and leisure resources. A systematic approach to determining these resources for the catchment area is recommended. Identification of resources can help with instruction or facilitate leisure counselling. This chapter includes some suggested methods or sources of locating these resources, a system for cataloging these resources, and some program pointers which relate to resource assessment.

LOCATING RESOURCES

There are literally thousands of resources for recreation and leisure in most catchment areas. There are some excellent information sources for identifying these resources. The following are some sources of resources:

Directories. Directories are an excellent source. The most common directory is the telephone directory, both the white and yellow pages, but there are other directories, such as publications by the Better Business Bureau, the city directory services, and professional and advocacy organizations. Look for more than just the traditional recreation agencies. If practical, go page-by-page in the white pages. Definitely look at every page in the yellow pages. If possible, have more than one person do this.

Chamber of Commerce. The Chamber of Commerce generally has a prospectus package for new businesses, which includes recreation and leisure resources, a pamphlet or tourism display, and a list of organizations.

Schools. All levels of educational institutions should be contacted or visited. This is for events sponsored by the institution or for course-work possibilities. Many state universities have county extension offices which run other organizations, such as homemakers, 4-H, and many agricultural or domestic organizations.

Library. The library is an excellent source in two ways. Events are conducted at the library, and the reference desk of most libraries may

have listings of other resources. The obvious resource is checking out books, tapes, records, films, graphics, etc.

Public halls. Most communities have rooms or buildings which are used for events, both private and public. Contacting the manager of such a hall and looking at past and future events is helpful.

Media. Newspapers, television, and radio stations list events. However, a frequent error is to limit media to only those local media. National magazines, professional publications, and books can suggest resources in your own community, or ideas for recreation and leisure pastimes.

Government. State, county, and local governments frequently have individuals who must be familiar with recreation activities. There may be national, state, county, and city parks departments, or tourism individuals who have calendars, listings, pamphlets, and other information.

Social Service/United Way Agencies. Such agencies conduct activities for the purpose of recreation and leisure, maintain facilities for same, or maintain information on activities for use by their clientele.

Travel and transportation agencies. Such businesses or organizations have much pamphlets, packages, and materials on recreation and leisure.

Churches. Churches sponsor groups and activities for their members and for the general public.

Bulletin boards. Bulletin boards can be found at malls, grocery stores, churches, store windows, and many other places. Even out-of-date announcements may serve as an indicator of resource.

Motels/hotels. Desk clerks and bellboys in motels and hotels are an excellent source of recreation and leisure information. Also, many motels and hotels have magazines or publications for their guests which describe restaurants, upcoming events, and general resources.

Interview. Interview friends, staff, volunteers, and even visitors to determine the resources they use for recreation and leisure.

Brainstorming. Brainstorming is an open-ended, free association of ideas, in this case resources for recreation and leisure. This can be done with any group of people and is best done with five to seven people and one facilitator.

Ask client. Some of the information from clients on recreation and leisure resources may be the most viable resources and may indicate desire of the client to participate in certain activities associated with resources. Frequently, instructors overlook the client as a source of information.

RESOURCE CATALOG

Once resources have been identified, it is very helpful to maintain a file of information on each resource. This information is useful, both for an instructional program to teach a particular activity and for a leisure coun-

selling approach of facilitating the use of a resource. There may well be more than one site for a particular activity. For example, in many areas bingo can be played in multiple locations on any one afternoon or evening. One site, such as a YMCA may also have more than one activity. It is desirable, but requires a lot of work, to have a catalog of all of the resources within the catchment area. If this is not possible, the most common resources should be cataloged or maintaining resources should be surveyed and cataloged prior to the onset of instruction. The information on a particular resource can be kept in a folder or according to some format. The community can be cataloged by activity or by site or organization, according to what works out best for a particular program. One possible format for a catalog is described below:

Activity. The most common name for the activity should be listed and can be used as a title for the file or card.

Description. A brief description of what is included in the activity may be necessary. If the description is very common, a description may not be necessary.

Unusual factors. Many activities have local customs or nuances which would not ordinarily be expected by a person who has some knowledge of the general activity as described. An example might be a bowling league where alcohol is not tolerated or an amusement arcade where most of the machines do not work.

Tolerances/restrictions. There may be some rules and regulations, formal or informal, which apply to this particular activity. Examples include no smoking, or some dress code requirement.

Site. How to get to the location and the address is necessary.

Time. The hours of operation, days of the week open, length of sessions, seasonal nature of the activity or dates should be recorded.

Environment. The nature of the location, such as indoors or outdoors, common temperature, and other information will assist in dressing appropriately and in planning for resource use. Likewise, the presence or absence of public accommodation features, such as ramps, accessable bathrooms, drinking fountains, telephones, etc. can be important.

Transportation. Public or specialized transportation may or may not be available to the site of the program. One method is to ask some individual how transportation to the activity is arranged. It may well be that carpooling, ride sharing, etc. is common.

Cost. Cost considerations include membership fee, registration fee, cost per session, incidental rates, and any special reduced rates or time-based price changes.

Access persons. Recording the names, addresses, telephone numbers, or contact information on the officers, owners, employees, or known participants is helpful. Known participants in this resouce or activity could be used to facilitate later client integration. Some knowledge of guest policies is also helpful.

Client characteristics. Some classification of the activity or resource according to client characteristics or activity dimension would

be helpful in determining if the particular resource or activity is suitable for a particular client.

Notes. There is frequently some information about a resource or activity which is extremely important but does not fit in any of the preceding categories. Such information should be included in a "notes" section.

Contacts. This section is probably the most valuable section of a resource catalog. This contains client experiences with the activity or resource, agency experiences with the activity, who was contacted by whom on what date, when the resource or activity was surveyed - a chronological log of information.

RESOURCE POINTERS

Whether a complete cataloging and systemmatic approach to locating resources is used, or whether a more casual approach is adopted, there are some principles which apply.

Visit site. It is important to visit the site of the recreation and leisure activity to check for possible hazards, curbs, stairs, ramps, and other conditions relating to possible disability handicaps. Visiting the site is also necessary because promotional material on an activity may distort the reality of the setting. If firsthand visitation is not possible, then talk with someone who has visited the site or participated in the activity.

Important first contacts. The first contact the instructor has with the potential resource can determine the entire future direction of utilizing that resource. The resource may be used during the instructional process or even in assessing the client interest in the activity.

Be professional. The instructor should be well prepared and efficient in surveying the resource. Physical appearance and impression may, as implied above, determine the future use of the resource or activity.

Attitudes and experience. Determine the resource's attitude toward disabled or handicapped individuals and the previous experience with such people. When talking with the people involved, assess the formal role as a resource with respect to attitudes and experience and the personal attitudes and experience of the individuals. Also check for attempts at accommodation which have been made to suit disabled or handicapped individuals. A resource which has created a barrier-free environment is a much more likely resource than one which has been resistent to such adaptation in the past.

Be creative. When compiling an initial list of possible resources and activities, attempt to create a larger list than the eventual usable list. Use as many possible methods of locating resources as possible. It is always easier to pare down a list than to be faced with the problem of inadequate or insufficient resources or activities. Remember not all clients will be using all resources.

Write it down. Some standard format is recommended for information on

resources or activities, or at the very least, some form of records should be kept. If an instructor has not written down information on the resources and that instructor leaves the agency, the information is lost.

Information accuracy. When interviewing potential resources, make sure of the accuracy of information. Spelling of names of organizations and other information are extremely important to the resource, and distortions of price information, hours, etc. can create problems later on.

Provide feedback. At the conclusion of an interview, thank the individual for the information. If the individual has been particularly accommodating, sending a follow-up thank you letter or a confirming letter of what was discussed is appropriate.

State expectations. When surveying, provide some possible future uses of the resource by your clients. Do not, however, make promises that cannot be kept. Near the end of the interview, check to see if the expectations are agreed upon. Keep all commitments which are made.

Provide information. Provide information on the agency programs and the recreation and leisure program. Also provide information on disabilities or handicaps. One should not confuse resistence with ignorance. Surveying is an excellent opportunity for public education.

Do not threaten. The first contact with a possible resource should be a positive one. Little aggressive advocacy can be effective upon first

contact, and should there be a need for assertion of rights of the client, a strategy should later be outlined and followed. The main purpose of surveying is to obtain information.

Be honest. Do not distort the future use possibilities with the resource. Do not misrepresent the clients or your program.

Involve others. Involve many varied sources of information, including clients, friends, staff, volunteers, families, and others, but the instructor should check the accuracy of the information.

Keep information active. Periodically update the information on resources and use the information which is compiled.

Chapter Four

Resource Development

Community development is a necessary component of a successful integrated recreation and leisure program. Such development of positive attitudes, awareness, accommodations and acceptance regarding disabled or handicapped people is desirable for many other program areas as well. While at times it can happen naturally, a receptive community occurs most typically through planned actions. This chapter covers two main approaches to community development: education and advocacy, and then concludes with some pointers on community development.

ADVOCACY

Advocacy has become a more and more frequently used term and is even a requirement for states to receive federal funding under certain programs. However, advocacy has widely varying meanings and methods. A fortunate national observation is that the number of advocates and advocacy programs is increasing, and there is an increasing impact upon the lives of disabled

individuals.

Advocacy can be internal or external. Internal advocacy is the advocacy role of service providers. This suggests that every individual providing service to the developmentally disabled or handicapped individual is an advocate, because who knows more about what is being done to, with, or for the disabled individual than the person who works with the disabled individual. This form of advocacy is facilitated by in-service training to increase staff awareness of this role, change staff attitudes, and develop staff advocacy skills. Internal agency mechanisms such as review committees, rights committees, and advisory committees can serve in an internal advocacy role. External advocacy is the advocacy provided by some individual not involved in the service provision. External advocacy can be formal or informal, and voluntary or paid. Although, to some extent, paid advocates can turn into service providers. Many arguments concerning the realities of internal or external advocacy have been put forward. The problems with internal advocacy are: the inability of the staff to appraise themselves of the "broader picture"; the difficulty for internal advocates to remain objective; and the impossible escape from "vested interest". Most service providing organizations cannot isolate and protect advocacy from within when it comes in conflict with the continued existence of the organization. On the other hand, external advocates have a difficult time accessing information, and there are problems with long-range committments, recruitment, training, and backup support mechanisms.

Advocacy can be personal or systematic. Personal advocacy is advocacy for one client across situations and settings. The purest form represents the

most selfish interests of the client, regardless of the effect it has on the broader system. Such terms as protege and ally relate to personal advocacy. Personal advocacy can be a legal relationship (limited or unlimited) or a less formal arrangement. Personal advocacy requires a lot of manpower. System advocacy is involved with changing practices, settings, and other barriers for groups of individuals, sometimes even at the sacrifice of an individual. Systems advocacy tends to be longer-range, but systems advocacy can relate to the enforcement or establishment of regulations or law. There are actually very few regulations or laws which ensure rights of disabled individuals without court interpretation. Section 504 of the Rehabilitation Act and the architectural compliance requirements which are attached to federal contracts and funds are the chief source of rights. The federal civil rights legislation does not include handicapping conditions, although many state civil rights and accommodation laws do have some effect. Sometimes, personal advocacy actions may lead to far-reaching systems advocacy.

An encouraging development in advocacy is self-advocacy by disabled individuals themselves. The best example is the People First movement. Self advocacy may require some facilitation, but is based upon the initial response from the disabled person to effect change, and the continuing participation of that person. A very mild form of self-advocacy is assertiveness training. Clients can be educated to utilize generic advocacy mechanisms, such as an ombudsman office, a legal services organization, legal aid, organization appeal procedures, etc.

Advocacy can be "hardcore" or "softcore". Hardcore advocacy is thought of, by society in general, as more radical and aggressive. The following terms

or methods are associated with more hardcore advocacy: demands, demonstrations, strikes, symbolic acts, boycotts, and sit-ins. Hardcore advocacy may or may not operate within the system, and generally demands system change. Softcore advocacy is more subtle, "requesting" gradual change. It tends to be less public, more within the accepted system, more rational - less emotional, etc. Softcore advocacy tends to involve more education and awareness. This distinction between hardcore and softcore advocacy, like the stated dichotomies in paragraphs above are continuous dimensions, and any one action or system probably contains many elements or classifications.

There are many excellent published materials on advocacy, and a few of them are listed in the appendix of this volume.

PUBLIC EDUCATION

The artificial distinction between advocacy and public education for purposes of organization of this chapter is not found in the real world. Good advocacy has public education elements and vice versa. Good public education and public awareness is critical to the success of an integrative recreation and leisure program, or for that matter, all integrative efforts with disabled individuals. It is not a luxury, it is a necessity. Few agencies or programs have good public education track records. To be effective, public education must be planned. A public education plan contains the following elements:

Who is the target population? Who is to receive the message? Is it a broad or narrow audience? Messages for special populations, such as legislators, physicians, parents, generic recreation personnel, etc. may

require special techniques. The better defined the target population the more precise the technique can be.

Why do you want to effect them? Many programs embark on public education programs without knowing why public education is necessary. A very embarrassing question is whether the public education is to benefit the client or the organization.

What do you want them to do? Is it a change of attitude, awareness, increase of knowledge, or action that is desired? A related question is "Can they do it?". This is particularly important with action messages.

When do you want them to do it? Is it an immediate and temporary action? Is the effect to be permanent? Is there an anticipated reaction time that must relate to the timing of your message or action?

How will you do it? This is generally the only planning element many people consider when doing public eduction. The methods vary in effort, time, cost, and impact. Some methods are detailed in the next part of this chapter.

How do you know if it is effective? Public education efforts should be evaluated. Evaluation must be by some measurement and standard. It is often difficult to isolate the affect of any one element of public education, although there are some excellent feedback mechanisms in the public education literature.

The elements of a plan are presented separately above, but they interact and depend upon one another. The methods of public education vary. Some categories are presented below:

Radio and television. Radio and television stations are required by the FCC to devote a certain amount of their time to the public welfare. News stories, talk shows, public service announcements, advertising, and entire "documentary" programs are possibilities.

Newspapers. Again, the possibilities are stories, columns, editorials, letters, announcements, and advertising. Newspapers vary with respect to how much "submitted" material they will accept. One rule of thumb is the less frequent a newspaper comes out the more likely the newspaper is to accept submitted material because of fewer reporting staff.

Display advertising. This includes posters and billboards, placemats, portable signs. Locations can vary from buses to grocery store bulletin boards.

Printed materials. This includes magazines, professional journals, newsletters, brochures, pamphlets, books, and compiled material for a specific sources, such as a press-kit. These materials can be created specifically about the program or organization, or they can be commercially available materials which are provided to some organization or individual. Inclusion of your material in some printed matter which is sent for another purpose can be very effective, such as a church bulletin or industry newsletter.

Visual displays. This includes slide shows, film strips, motion pictures, and actual exhibits or demonstrations. It may be possible to include your message or materials in someone else's visual displays.

Personal. Personal contact on a one-to-one basis is said to be the most effective method of public education. Personal contacts include speaker bureaus, face-to-face canvasing, letter campaigns, and telephone methods.

Educational. More traditional education methods of workshops, courses, and other structured learning methods are possible.

Gimmicks. Some very creative methods, such as sky-writing, and printed advertising items, such as bumper stickers, match books, and pens can be very effective.

There are some excellent publications and articles on public education. A few of these are listed in the appendix of this volume.

PUBLIC EDUCATION POINTERS

Respect the media. Most media have deadlines and priorities, and do not place the same importance on your materials that you do. Do not overload the media, be honest and forthright, and live with the results of the media.

Public education is planned. Effective public education is planned,

but there is also uncontrolled education going on from other sources. People are constantly changing their attitudes, and increasing their knowledge about disabilities in positive and negative directions. It it nice to be able to take advantage of public education coming from other sources.

Develop channels. Individuals successful at public education find and develop channels. Such identified individuals who can help spread your message may stem from personal or professional contacts. The individual you work with should be educated as to your programs and needs. You should also provide positive feedback and recognition for those individuals who have been particularly helpful.

Personal contact is best. The best advertising is word-of-mouth advertising. The most effective public education is direct contact, interactive communication.

Public education is constant. Public education is a long-term commitment. With an effective plan, advantage can be taken of opportunities when they arise. Most contacts by individuals associated with a program with the "public" provide opportunities for public education.

Times are changing. Methods that worked at one time in the past may no longer be successful. The general public are becoming more sophisticated in some aspects of influencing techniques. More and more groups and people are attempting to effect change through public education.

The negative outlasts the positive. Negative events and information outlive positive events and information. People tend to time-colapse, that is, represent history as current, and over-exaggerate the negative events. The further back in history the greater the distortion.

Responses are individual. People vary greatly in their response to a particular public education method. It is best to design the method for a response from the majority of the people rather than try to move or change all of the people. One should, however, minimize negative reactions.

Verbal vs. action behavior. There is a very great difference between what someone says and what they do. Likewise, things that people say and do in public are very different from what they say and do in private.

Method incompatibility with message. If one is not trying to evoke a charitable attitude or response, then do not use methods associated with charity and do not portray the clients as objects of charity, inadvertantly. A more subtle version of this is methods that use humor may evoke, inadvertantly, a humorious response. Public display of disabled individuals who are labeled as such is generally incompatible with the message of dignity and worth.

Start early. Start public education in coordination with program plans. Anticipate groups to be affected by program plans and include public education elements. The most significant long-range success in changing

the general public is by starting the educational process as young as possible. Do everything you can to influence the children of today, for they are the leaders of tomorrow.

Public education technology. There is a very definite, highly sophisticated technology involved in changing people's attitude, knowledge, and actions. It may be best to use some professional services, such as public relations consultant, lay-out artist, professional print shop, etc. Many professional, governmental, or advocacy organizations have public education material which has already been prepared, which may be very close to the material needed. Very few instructors, program administrators, or volunteers are very good at some more skillful methods of public education. Fit the method to the available manpower and financial resources, but use the technology.

ADVOCACY POINTERS

Emotions beget emotions. Confrontative, aggressive tactics tend to evoke emotional and stronger reactions from people. If at all possible, predict the results and be able to live with the results of actions.

Advocacy requires planning. Impulsive advocacy without planning is often not very effective. As much information as possible should be gained about the likely possible responses of the receiver of the advocacy action, before carrying out the action.

Target power. Get to know and understand the decision-making responsib-

ility and authority in advocacy proceedings. Although targeting through an intermediary can be very effective, it also requires more time and can be subject to distortion.

Different strokes for different folks. Different individuals or organizations require different advocacy tactics. Few advocacy tactics work with all individuals and groups. Suit the tactic to the purpose and the group.

Means and ends. The critical question for an advocate is "Do the means justify the ends?" This relates to the long and short-term effects, both positive and negative, of advocacy actions. One should be hesitant to "sacrifice" a client for a cause.

For whose sake? There is a danger of advocates becoming involved in advocacy more for their own gain than for possible client gains. Also, an advocacy action can be carried beyond its utility and distorted out of proportion to the possible gain.

Select allies. It is often best to use the natural allies to the client or the cause, such as churches, family members, and accommodating individuals. However, there can be advantages and disadvantages to association with certain individuals and organizations, and it may well be that a "natural ally" such as the family may actually serve as an impediment.

Advocacy and costs. Professionals involved in services relating to advocacy are involved as an occupation and expect remuneration for their

services. There are possibilities of lower or subsidized rates and free services, but formal advocacy may cost money.

Chapter Five

Maintenance & Generalization

In this recommended approach to recreation and leisure, the most important part of the overall program is the generalization and maintenance of skills. The chief failure in many programs to teach a variety of life skills is the failure to extend and maintain the skills beyond the setting in which the skills were learned. Like most life skills, the real world maintains recreation and leisure skills for people in the mainstream. The main difference between recreation and leisure skills and other skills is that recreation and leisure pursuits are considered voluntary, whereas some other skills are considered manditory. For example, work skills are necessary to provide income, grooming and hygiene skills are necessary to avoid negative social feedback, and consumer skills are necessary to avoid loss and provide life's necessities. Recreation and leisure skills, however, are voluntary with less direct results upon the participant and less of an imperative concern by others. The mainstream environment is not going to insist upon the development of recreation and leisure skills or the maintenance of these skills. Recreation and leisure skills and pastimes are very individual, and organized recreation programs,

not withstanding, are generally less structured. The advantage of recreation and leisure skills is that such pursuits are pleasurable and provide satisfaction to the individual. Generalization and maintenance of recreation and leisure skills and integration into the mainstream, however, does not very often occur naturally. As with other elements of this recommended approach to recreation and leisure, generalization, maintenance, and integration must be viewed systematically. Below are some principles and tactics.

PRINCIPLES AND TACTICS

The first four topics below are broader behavioral principles and the following are more practical tactics and observations.

Naturalize reinforcers. As a part of the instructional process, it may have been necessary to add reinforcers in order to teach the activity. Near the end of instruction, the main reinforcement should be that which is natural and associated with the activity. Reinforcers can be faded by offering reinforcement less often. Reinforcement can occur for larger and larger units of behavior (initially reinforce one step, then reinforce the entire skill performance). The reinforcement can be increasingly time-delayed. The client can be taught to reinforce himself. When working with the client, the behavioral terminology does not need to be used, but the relationship between the behavior and the consequence (reinforcer) should be emphasized.

Fade all prompts. Any form of artificial assist which is not found in the natural maintaining environment must be faded by the end of instruc-

tion. This includes crib-sheets and adaptations, unless they are tolerated by the maintaining environment.

Behavioral reversal. The behavioral principle of extinction (where a response, when no longer reinforced, eventually stops) must be dealt with. Further, the maintaining environment may, in fact, have reinforced non-participation or the lack of skills in the individual client. The maintaining environment must respond differently to the client than it has in the past, either through the client emitting new behaviors which would naturally be reinforced or through the environment changing the contingencies for reinforcement.

Generalize to people and places. Once a skill has been demonstrated in the training environment in the company of the instructor and other instructees, the skill needs to be transferred or practiced in other settings and around other people.

Emphasize rule following. Following the rules and courtesies associated with an activity need to be learned extremely well. In the real world, when a person violates a rule or does not extend the accepted courtesy, the effects are usually very negative responses from people which may eventually cause an individual to stop engaging in the activity. These negative reactions from people can be avoided somewhat by thorough familiarity with the rules and courtesies.

Teach others to maintain. It may be best to request the client's relatives or some other individuals to prompt, encourage, and praise the individual

for participation and/or performance in an activity away from the instructional setting. This may be necessary only for a limited period of time, but could be necessary everytime a new activity is attempted.

Vary training settings. The closer the training setting is to the eventual mainstream setting, the better. Early sessions can be at a segregated or restricted site, while later sessions, when the skills are nearly mastered, could be at the eventual, actual site. Segregated use of the actual site can be used as a step to eventual integration.

Establish self-control. The client can learn to make and keep commitments to himself to engage in the activity away from instructional settings. Remember, the client has participated in the selection of the activity, and the activity is one that the client can learn and has been taught.

Role models. The value to the client of the activity in the maintaining environment can be enhanced by recognizing the individuals looked up to by the client who engages in the activity, and by stressing the new group identity which comes from participating in the activity with desirable others.

Respect the ecosystem. Like the ecology which is maintained in nature, there is a balance of an activity in the community. When integrating disabled individuals into the group, that balance should be identified and, to some extent, maintained. Adding too many disabled individuals to a mainstream activity makes the total balance different and may drastically change the activity away from the more desirable attributes sought through

integration. It may actually segregate the clients.

Facilitators. It may be necessary to use a facilitator to integrate an individual into a mainstream activity. A facilitator is someone who already participates in that activity and can accompany and introduce the disabled individual into the activity. Sources of facilitators can include peers, relatives, staff, volunteers, board members, and even interested community groups. The individuals may be contacted through the actual activity grouping or through any other means. One handy source of information would be a listing of the recreation and leisure pursuits of all individuals who come in contact with the agency.

Help the resource. One possibility of integrating an individual into an activity, or even carrying out the instruction in an integrated grouping or environment, is to add some assistance, such as instructor help to the activity. Such assistance can later be faded.

Start successful. With a new mainstream activity, start with your best client, and with a new client, start with the activity which will be the most successful.

Start easy. Try more structured activities before unstructured activities, for the structured activities are usually, but not always, easier for the client. Do not try competitive activities until some less competitive activities have been mastered.

Natural client contacts. Expand on the natural client contacts in

activities. For example, if a client goes to church for religious activities, it is a natural extention to participate in the recreation and leisure activities of that church. Similarly, a friend at work can be expanded to a friend at leisure.

Co-instructors. It is possible to use some person from the eventual maintaining environment to serve as a co-instructor, even when a co-instructor is actually not needed. This reduces the unknowns for all concerned. Involving parents or relatives in the instructional process, even for "chaperoning", increases the commitment to eventual tolerance of participation by the home environment.

Home information. As much as possible, the home environment which may have to have some attitudes or restrictions changed, should be involved in the selection of the activity and be informed of client progress.

Homework. It is possible to rehearse the client and the home environment through homework. Home members are more likely to tolerate a change if it is in association with some instruction, and this may naturally lead to later participation.

Role playing. It is helpful to role play the activity and the social skills required in the setting away from the instructional setting. Role play the expected and the unexpected.

First impressions. Since first impressions are so important, it may be necessary to counsel or dictate appearance factors when the client has

first contact with the maintaining environment.

Field trips. Field trips to the site of mainstream activities can be excellent. The field trips should, however, not become public spectacles, and should not be conducted in such a manner to create a negative experience for the clients or maintaining environment. An alternative to a field trip is the use of video-tape.

Accept approximations. Successive approximations to the desired, eventual full integration may be necessary. One approximation in some activities is watching before participating.

Materials acquisition. Materials acquisition could be included as a part of the instructional process. If it is a one-time acquisition, this may be the easiest way to start a person in the activity. If there needs to be continual materials acquisition, bringing in materials from home or learning how to purchase the materials will rehearse the client and the home for later independent acquisition.

Follow-up the honeymoon. When everything is properly prepared, frequently the first participation in an activity is highly successful. This is because of the novelty and the interest of the individuals involved. Someone needs to follow-up this potentially short-lived success to assure continued participation. Like many other of these observations, this is a natural phenomenon when anyone participates in something new. There can be an initial negative as well as positive experience.

Agency-conducted activities. As a step toward eventual independent integration, an agency may conduct a specialized or segregated activity which closely resembles the mainstream activity. There is a danger, however, in continuing such an activity run by the agency for too long a period of time or in providing competition with the possible participation in integrated activities.

Cycles and seasons. Some activities have new member cycles and very definite seasons. These should be anticipated in planning when the instruction will be carried out. Seasonal activities can be difficult because if an activity is actually stopped at the end of a season there will need to be some initial impetus to start the activity when the appropriate season comes around again.

Check for participation. At intervals, even after the client has begun to participate in the activity, the instructor should check to see if the participation is maintained. This can be done by checking with the client, asking to see a product (such as bring in your plants from your home garden), or checking with others, such as family members or other participants known to the instructor. Yet another possibility is to directly observe or engage in the activity with the client to see if there has been maintenance or even progress. Such checks should be unobtrusive and non-threatening so as to not interfere with the client's participation in the activity.

Offer prompts. It may be helpful to offer prompts to the client concerning the activity. A current recreation and leisure events bulletin

board, announcements of special deals, etc. are possible.

Accept attrition. Remember that it is normal for individuals to change their interests in recreation and leisure. Pursuits which are no longer enjoyable to the client should not be forced. There may well be, however, both overt and covert reasons for no longer participating in an activity. Some investigation may be of some assistance in teaching future activities or in reinstigating an activity which is actually desired by the client.

Chapter Six

Written Program Dimensions

It is extremely helpful, if not a necessity, to have the instructional methods for teaching a particular recreation and leisure activity in a written form. A variety of formats are possible, and Grant-Blackford Developmental Center has used several forms over the period of time represented by the sample programs in Section II of this volume. The most difficult thing is to determine how much or how little of the procedure must be written down. It is not possible to write down everything which is a part of teaching a client a particular activity. It is just as impractical to write down all of the steps and instructor actions as it would be to do a muscle-by-muscle task analysis of playing a game of golf. A happy medium is recommended, with some of the most important features of instruction being provided in a written form. The underlying assumption is that the instructor has read the normal mainstream materials which would be necessary for any person to engage in the activity prior to starting instruction. This would mean reading the rules included with a table game or reading a book on the care of house plants. It is also good to presume that the instructor has had some first-hand experience with the particular activity to be taught. With this in mind, the following catagories are recommended.

Program. Every written method of instruction should include a title for the program. The most common title should be used. For example, checkers, spectator basketball, etc. In addition to the title it is best to include some phrases as to what is included or excluded from the instructional program. As noted in an earlier section of this volume, there may be unusual variations to the activity in the particular geographic area or friendship circle. If this is the case, then these differences may want to be included in a description shortly following the program title. Some other common statements as to what might or might not be included would be dealing or not dealing, scoring or not scoring, competitive or not competitive, quality of performance, tactics and strategy, purchase of the supplies, and ancillary academic or social skills. What is included in the instructional program is obviously related to the selection factors described below and the end target performance for the client. The instructional program should include at least "the essence" of the activity, or at least enough of the activity to be recognized as the activity.

Selection factors. There are several things that should be a part of the written program which have to do with which clients should be exposed to the program. It is appropriate to recognize that not everyone can learn every activity. Some activities are, unfortunately, for only a select few clients. There are a number of prerequisite skills which may be identified that a client should possess before entering the class. Such prerequisite skills might include running, use of scissors, counting, shuffling cards, recognizing color, possessing certain verbal abilities, and client social skills. It is not possible to list all of the prerequisite skills for a given program, but the more critical ones which might not be thought

of should be written down. Contraindications of who should not participate in this instructional procedure or be selected for learning this activity should also be written. Contraindications may be characteristics of a client, such as motor dysfunction, sensory impairment, language ability, personality characteristics; or characteristics of the client's living setting, such as available money, transportation, family values, etc. The method of selection for clients in the activity might be mentioned if there is not a more comprehensive method of activity selection in place, such as the selection procedure recommended earlier in this volume. The most common client characteristics from the aforementioned selection procedure might also be listed in the written program along the dimensions of active/passive, public/private, same sex/opposite sex, and so forth.

Program factors. This part of a written program is helpful in making arrangements for teaching the activity. The ideal instruction group size, session length, number of sessions, and other information is helpful. Some programs are best taught during certain times of the year, and this might be written down. This section also includes a list of the necessary materials, and could include the cost of the materials and set-up time or preparation time for an instructional session. Having this information in writing prevents the embarrassment of having to stop instruction in mid-session. Identifying this information may also suggest storing the materials together or providing clients with lists of materials which they will need to participate in the instruction. Lists of materials can easily be attached to the written program.

Procedure. The most important part of the written program is the section in which the procedure to teach the activity is found. There may well be a variety of formats for the procedure section, according to the activity being taught. Some activities are best described in a session-by-session format while other activities could be in a step-by-step or stage-by-stage format irrespective of the calendar or session length or time. If the selection procedure has not been adequate, it might be best to include a baseline or initial assessment of skills early in the procedure. It could, likewise, be helpful to include an actual task analysis, although the task analysis may not be the actual method of instruction. The data recording system is an important part of the written procedure. Remember, it is just as important to write down error correction routines or what to do when the client does not do as expected, as it is to write down the program steps when all is going as planned. Excessive jargon should be avoided in the procedure section. Enough detail should be provided that from progress notes, as a part of teaching the activity, and looking at the procedure an equally skilled colleague could, more or less, continue the instruction, although not so much detail as to be precisely at the same point or to take over one session without any prior knowledge. Remember that instructional procedures are designed for an approximate 90% success ratio, when proper client selection has been made.

Generalization. The generalization section of a written program reflects the most important part of the instructional approach if the objective of instruction is to be met. The points made in the previous chapter of this volume on generalization and maintenance of programs should be reflected in

this written portion of the program. Written suggestions for generalization of this particular program will increase the probability that the client will continue the activity. Copies of notices sent home, information sheets to give to the client, or contact persons should be in this section. Generalization should also include the maintenance of an activity with checklists for dates of future contact with the client or his family, or forms for the instructor to include on a calendar.

Notes. This section of a written program is more helpful as the instructor gains experience with teaching the activity. This section might include adaptations for some clients which might be too distracting if included in the procedure section. Important pieces of information about the activity which may not fit in other sections could easily take the form of a note. This section also includes minor modifications and expressions of experience with the program. Every time the program is used or the activity is taught, the instructor should add a hand-written note to the program describing the good and bad features or hints/reminders for when the program is used again. The date of when the program was used should be included in each experience note.

Chapter Seven

Instructional Suggestions

The emphasis of this chapter is on the instruction of recreation and leisure activities. Although much of the material is related to behavior modification techniques, this is not a chapter on behavior modification. Behavior modification is an instructional technology, and when the focus is too strong on the technology in contrast to what is being taught, the perspective of client development becomes lost. This chapter is, therefore, on recreation and leisure programs. It is recommended that the individual who is going to design an instructional program for a particular activity have some familiarity with basic behavioral techniques and terminology. First, some suggestions which are specific to recreation and leisure programs will be provided, and then common instructional problems will be presented.

PROGRAM CHARACTERISTICS

There are several characteristics of recreation and leisure activities

which make recreation and leisure instruction different from other instruction.

Expect attrition. Although you can reduce the inappropriate selection of an activity to teach your client through a systematic interest and skill inventory approach, as indicated in previous chapters, there will still be attrition. As expressed in the chapter on activity selection, the client frequently has little basis on which to make an informed selection, thus after finding out more about an activity he may not like it. This, however, is normal, if the readers of this manual would recall from their pasts the number of recreation and leisure pursuits which were started and abandoned and the unused recreation and leisure paraphernalia in most homes, it would be apparent that everyone changes in their recreation and leisure pastimes. However, the client needs to get enough information on the activity before deciding to drop the activity. One method is to contract with the client for a certain number of sessions, such as one month, or a certain portion of the program be completed before dropping the class. Participation in recreation and leisure instruction should be voluntary. Requiring advanced notice before dropping the class is usually best.

Recreation and leisure instruction should be enjoyable. This is the case because participation is voluntary and the force which maintains participation is the activity following instruction is generally the enjoyment the client gets out of the instruction. This recommends that as soon as possible in the instructional sequence, the instructor should get to the "enjoyable" parts of the activity. For example, in teaching a game, play a modified

version of the game even before all of the rules or complex parts are known. A client should not always lose in a competitive activity or fail a creative or skill-based activity very often during the instructional process. This means that the instruction should be arranged so that the client will succeed as much as possible during all parts of the process. Motivation should not be based upon punishment or instructor dissatisfaction with performance. Further, the instructor should have a positive attitude about the activity and the client to enhance the enjoyable nature of the instruction. It should not be forgotten, however, that systematic instruction is required to teach the activity as opposed to just "having fun with it".

Require necessary social skills. Since the goal of this approach to recreation and leisure is sustained recreation and leisure activities away from the control of the recreation and leisure program, many times, activities are in the presence of mainstream or public groups or social situations with peers. The presence or absence of social skills is often times even more important that the presence or absence of the activity skill in maintaining an individual in an integrated setting. Such was the case when it was determined that macrame as pursued in the community typically consisted of attending classes and working on projects in groups. Successful maintenance in that activity required more social skills than macrame skills. In addition to the interpersonal skills, the client needs to present an acceptable physical appearance. Although some of these social skills can be taught as the recreation and leisure activity is being taught, it is virtually impossible to teach all of the social skills or appearanc skills to an individual who possesses very

these skills at the outset of the recreation and leisure instructional program. Don't teach a recreational skill if most of the social skills are not already present.

Start simple, advance to complex. Most recreation and leisure activities have some basic components or actions which are then either combined or exceptions are made. Later, strategy and rituals are added. For example, in the card game "Uno", the basic play is matching by color or number, and drawing cards if you cannot match. Then, the exceptions can be taught, such as "Wild Cards", taught one by one. Lastly, tactics and strategies can be taught. The rituals or courtesies of the game can be stressed and identified in the last portion of instruction. Another example might be basketball, where the separate components of dribbling, shooting, passing, etc. might be taught first, followed by combining the components to play, followed by tactics or "basketball plays". It is probably the third catagory of tactics or strategies, plays, and rituals which will make or break the client in maintaining the activity. Unfortunately, this is probably also the most difficult aspect of an activity to teach. Part of the tactics can be taught by making up specific tactics to be memorized in an "if ____, then ____" format.

Start private, then go public. The goal of instruction is to have sustained client performance away from the instructor, but instructors frequently rush the client out of a protected environment too quickly. There should be some criterion set for how skillful the client must be before the client is expected, or even allowed, to perform the skill away from

the protected environment. This criterion should relate to the performance level in the real world, and the acceptance level of the maintaining environment. Clients who have been pushed into the maintaining environment without adequate preparation frequently have negative experiences which will make them not want to engage in the activity in the future. Even while still in the protected environment, it is possible to bring the maintaining environment into the classroom by use of video-tape, outside speakers, etc. Field trips and observations in small discrete groups or individually, with a guiding instructor, are also recommended.

Group clients carefully for instruction. Since many of the activities are eventually to be practiced in the company of other individuals and to some extend, some social rituals are taught which are a part of the activity, it is important to get as nearly homogeneous a group of clients as possible. In game or skill activities, this means that there will not always be the same winner or person who is "best". Further, with group instruction it is always easier to have clients that are learning the activity at a nearly equal rate. Likewise, the status value and even enjoyability of the instruction will be determined by the composition of the instructional group. Further, the grouping of clients for instructional purposes may well be the grouping of clients which later participate in the activity away from the center. The instructor should seek the assistance of someone who knows the client population well in establishing instructional groups. Instructional techniques will probably vary according to the overall functioning level of the client. A technique which worked with one group may need modification for another group.

Instructors need to be skillful. In order to teach a recreation and leisure activity, the instructor needs to be skillful not only in the instructional process but in the actual activity. While it is possible to pick up enough of the activity skills through reading or preparation, some activities require "talent" or extended training. There may be other staff members or some volunteers who could prove to be of some assistance, but merely being skillful in an activity is not necessarily sufficient to teach an activity, particularly with lower functioning individuals.

INSTRUCTIONAL PROBLEMS

There are many reasons why a particular instructional program will not work. Some reasons can be overcome as a result of making changes in the program, while other reasons cannot. An analysis of all of the elements of a program including the procedure, instructor, clients, setting, and materials will often help to overcome program problems.

Instructional procedure too complex. Sometimes, the procedure to learn an activity is more complex than it needs to be. Some extremely creative instructors take delight in the complexity, detail, and cleverness of some method of instruction. Keep the procedure as simple as it can be and still have the clients learn. Remember, artificial assists and gimmicks which are added as a part of the instructional process to teach the activity will probably later have to be faded or done away with, and may not be easily eliminated or faded. In addition, the instructor may actually be interferring with learning the activity. For example, an

analysis of an instructor's verbal comments during instruction frequently reveals that the instructor is merely describing what the client is doing, which may or may not contribute to learning the activity. Although a multisensory approach to instruction is frequently recommended by some authorities, several channels being bombarded at the same time may exceed the capacity of the client.

Over emphasis upon a particular procedural approach. Many instructors fall into the trap of a particular technique which they adapt to as many different instructional objectives as possible. Hand-over-hand guidance may be appropriate in teaching one type of thing but modeling, verbal prompts, or successive approximation may be better for another activity. Behaviorists are frequently mislead by task analysis. Task analysis may identify the elements of an activity and may describe client performance in excessive detail, but the instructional sequence is rarely the same as the sequence of the task analysis. Also, relying too heavily on a particular procedural approach does not allow one to borrow methods from other successful programs which may not emphasize the particular procedural preference. There is probably more than one good method to teach an activity.

Insufficient client data at outset. Frequently, too little is known about the client prior to the outset of instruction. This can partially be overcome by being systematic in selecting the clients for instruction or the activity for the client. Discussing how a client responds to other areas of instruction, such as with the ADL instructor, may reveal some helpful hints in working with a particular client in recreation and leisure instruc-

tion. It is particularly important to know the client's social skills and potential problems when the activity is to be conducted in public or in a social group. The last related problem is the question of whether the client actually needs to learn the activity. Instructors frequently fall into the trap of confusing motivational "I won't." with instructional "I can't." deficits.

Instructor not comfortable with the materials. This may be partially overcome by allowing sufficient preparation time. However, instructors have some procedures or techniques at which they are better at than other techniques. Instructors have a "teaching style" which may be more important then following a technique which may be extremely effective for another instructor. (This means write out a procedure with your teaching style, not to attempt teaching without a written plan.) Further, the instructor must believe that he/she can teach the clients or that the procedure will work. It is realistic to admit that not all instructors can teach all activities, either because of skills, style, or comfort with the particular clients or subject area.

Reinforcer problems. Recreation instructors frequently feel they do not need to use "reinforcers" because the activity is "fun" or it should not be necessary. This is false. Although instruction can be fun, frequently what is being referred to is the enjoyment after the activity is learned. It is frequently necessary to add reinforcers to the instructional process, but fade these added reinforcers near the end of the instruction when the activity gains some reinforcing value. There are also problems associated with a lack of understanding of what is a reinforcer. A reinforcer is

operationally defined, as, something which follows a client response which increases the probability that that response will occur again. The largest class of reinforcers that may be used in recreation and leisure instruction easily is social or attention reinforcers. A common error is creating all sorts of artificial reinforcers including food, trinkets, tokens, etc. when this is not necessary. There are some problems associated with social reinforcers which are frequently overlooked as well. Social reinforcement should be given genuinely. A sarcastically given "Good job." or "Good try." will probably not be very effective. Likewise, social reinforcement (and other reinforcement) needs to be varied, for a client soon tires of the phrase "Good boy." Reinforcement given by the instructional group (when done with dignity) is frequently very effective. Reinforcers should be given immediately and tied to what is being reinforced, that is "Good try.", or "You did a good job on ____.", etc.

Assuming normalcy or deviancy. Both practices can become self-fulfilling prophecies. This relates to under-assuming or over-assuming client ability or response. Part of this problem can be overcome by knowledge of the client prior to the instruction and actually having the client try some portions of the activity or required responses without any artificial or instructional assists throughout the program. A related assumption of the problem is assuming equal client performance within the instructional group and in comparison to previous instructional groups, and assuming equal client skill development across instructional areas. This latter assumption is represented when the instructor assumes that because a client can read, he can count, for example.

Blaming, projection, and scapegoating. When a client does not learn, it is a good idea to find out why, if possible. However, it is a cop-out to affix the responsibility on something else. The instructor is the manager of the instructional process, and therefore has, as much as possible, the responsibility for controlling or changing the elements which affect instruction. Blaming the client is wrong because the client is only performing the way you have arranged for him to perform. The only possible blame can be in the inappropriate selection of the activity for the client and failure in the instructional process. Even when assessing the "cause" of failure to learn, the connotation of blame as in guilt should be avoided. Analyze and profit from instructional failures. An additional problem is that instructors are too quick to try something else before they have given the correct procedure an adequate trial. Instructors also frequently fail to follow the procedure as written. An instructor may want to ask someone to observe the instructional process, to look at one's self on a video-tape, or to at least verbally talk through and ask the advice of some trusted colleague.

Believing your own PR. An instructor needs to take an objective, realistic look at the program at intervals. Insert some objective evaluation of client progress at intervals in the program. Evaluate the total program in terms of client outcome, not how great the instruction was, how clever, etc.

Data. Few instructors know when or how to use data. Too little or too much data depends upon the purpose of the data. There are some general principles of data which might be helpful. The simpler the procedure the less data is

needed, the larger the number of instructors on a particular procedure the more data is needed, the larger the number of clients the more data is needed the more complex the procedure the more data is needed. The type of data or recording of information should vary according to the type of activity and the procedure being used. Much data can be a natural by-product of the instructional process, and this data may or may not need to be transcribed into some other form. Do not collect data that has no purpose, and use the data which is available or created. Data can identify progress or lack thereof, indicate solutions to instructional problems, and serve as accountability to outside sources.

Cue-prompt traps. Sometimes a client will reach a certain stage in a procedure and never be able to perform independent of some assistance from the instructor. This comes from two phenomena. One is the failure to fade the cue or prompt as soon as it is no longer necessary, and the other is the willingness of the client to adapt to the instructional process. A cue or a prompt is given to a client to facilitate the response, but that cue or prompt should be faded or gotten rid of just as soon as possible. A gradual fading, such as going from a hand-over-hand prompt to a verbal prompt or gesture prompt is possible. An additional way of fading a prompt is to increase the amount of time before the prompt is given. Frequently, instructors are too quick to assist the client, sometimes not even giving the client time to respond before the unnecessary assistance is given. The problem of client expectancy and the routine of instruction is demonstrated in the sequence from the client's perspective: "I do something" pause, "He tells me", "I do something" pause, "He tells me..." It may also be that the instructor is reinforcing the client for not performing without a prompt

or the process of prompting is reinforcing to the client.

No generalization and maintenance. This problem is discussed in a separate chapter, but since this problem is the chief reason why programs fail, it is mentioned again. Remember, the objective of the approach of this manual to recreation and leisure is sustained and maintained recreation and leisure away from the control of the instructor - the way other folks do.

Poor modeling. This problem affects instruction but can be quite difficult to deal with. Perhaps the only good model in the instructional group is the instructor. However, other models can be provided through outside speakers, field trips, and audio-visual presentation. One should also not overlook the modeling influence of one client on another. People learn by imitation. When one client is responding, another client may be learning from observing that response. Likewise, there is unintended modeling. Clients can pick-up errors from other clients or the instructor, or inappropriate responses. The classic example is when the instructor says "stop swearing, damnit."

Unrealistic staff instructor expectations. Instructors frequently overestimate their own capacities. Instructors tend to take on too many classes, too large a class, and too tight a schedule. Preparation, break time, and coordination time are necessary. An over-worked, over-scheduled instructor will eventually burn-out. Instructors are human, that is, they make mistakes. The best thing an instructor can do is to profit from that mistake by analyzing it and changing accordingly.

Environmental interference. Unfortunately, there can be many difficulties which interfere with the instructional process which come from the setting in which the instruction is conducted. The obvious factors of temperature, noise, light, color, etc. may not be very easy to change, but the arrangement of materials, distracting open storage, and neatness are more easily changed.

Session timing. Some activity programs take longer to teach than others. Some programs require longer sessions or shorter sessions. Some programs require multiple sessions in one week, while others do better with time in-between. If there is insufficient time available, homework or practice sessions can be assigned. Program sessions should always start and stop on time, and be cancelled only for pressing, valid reasons. Credibility problems with the client or the eventual maintaining environment can result from failure to keep sessions on time and as scheduled.

Failure in vertical support. Even though a client can successfully learn an activity, the total recreation curriculum can be damaged without support from the instructor's supervisor, or even instructional assistants. Likewise in these days of accountability, if it is not in writing that the client learned an activity, it did not occur. It may be the responsibility of the instructor to provide this information, and to the organization, this information may be more important than a client actually learning something.

Inadequate resources. Inadequate resources generally fall in three catagories: insufficient numbers of instructors, insufficient space, and

insufficient materials. An insufficient number of instructors can be overcome at times by adding instructional assistants at lesser salaries, using volunteers or parents or siblings of clients, or by using other staff as recreation and leisure instructors. This last solution is not as difficult as it seems, for staff will frequently volunteer even on their own time when it is an enjoyable activity, that is, something they like to do. It is well to use the knowledge about particular recreation and leisure activities of colleagues in designing procedures and programs anyway. The second problem of space can be overcome by using unusual but available spaces. This means use the preschool room for recreation and leisure instruction while the preschool is at lunch, use the church next door, schedule evening or afterhours classes, etc. The problem of insufficient materials can be solved by overcoming the fixation on only using new equipment or materials, accepting and making known the need for donations, and by having the clients be responsible for some of the materials and equipment acquisition. Another problem relating to materials is the extremely inefficient practice of having an instructor make a particular instructional tool when that tool or material could much more efficiently be purchased. The reality is, instruction costs money. The bottom line with many inadequate resources problems is that some things cannot be done given the available and expanded resources. The overall curriculum should accept this reality and set curriculum goals in keeping with the resources.

A Part, Not Apart: A Systematic Approach to Integrated Recreation and Leisure for Developmentally Disabled Adults

SECTION II

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Program Comments

The twenty sample programs in this section are from the instructional program at Grant-Blackford Developmental Center. Each program describes the general method of instruction. Actual instruction for a particular group of clients is according to this general format, but the procedure is modified to the particular group and individuals within the group. The proficiency criteria, unless otherwise stated, is 95% accuracy in each step. There is an assumption that the instructor has some basic knowledge of applied behavior analysis. It is also assumed that the instructor knows the performance of the activity to the level of a participant in the activity. In addition to the programs written in this format, some published instructional guides are used, particularly in athletic activities. The progress reporting and recording system is not included in these programs, as this is a part of the Grant-Blackford Developmental Center Individual Program Plan (IPP) system. Client progress in a program is recorded on a weekly basis, with written progress notes for all recreation and leisure programs for each client on a quarterly basis. Client objectives are set through the IPP process. Typically, there will be an objective which contains the title of the program and several programs will be included for every client.

ATARI VIDEO GAMES
- BOWLING -

PROGRAM: Atari-Bowling - Level #1 - Competitive.
Object of the game is to score as high as possible, whether playing one player or a two player game.

SELECTION FACTORS:

Prerequisites - Color discrimination (in order to recognize players), enough hand-eye coordination to use joystick controllers, general operating principles.

Contraindications - No access of atari video arcade at home, short attention span, poor or no vision.

Selection - Expressed interest in arcade games, have atari video game at home and do not know how to use, enjoys passive competitive activities and solitary activities.

PROGRAM FACTORS:

Group Size - 1 or 2 players.
Time - fast learners 4 hours, slow learners to 15 hours.
Session Length - 1/2 hour
Materials - Atari video arcade, $150.00, cartridge $20.00, black/white or color T.V., joystick controllers.
Set-Up Time - Minimal.

PROCEDURE:

Step 1. Explain object of game.
- a. Instruct how to insert cartridge.
- b. Instruct client how to select proper game (game #5 - single player, game #6 - two players).

Step 2. Explain and demonstrate that player #1 is blue and player #2 is green (if using a color television).

Step 3. Explain and demonstrate joystick control movement.
- a. Have clients move player to designated position and shoot.
- b. Play a game.

Step 4. Introduce aiming.
- a. Straight edge used to show that ball travels a straight line.
- b. Line bowlers feet on line to aim for desired pins.
- c. Explain and demonstrate aiming and shooting different pin combinations.

Step 5. Introduce spares.
- a. Explain and demonstrate.
- b. Have client identify a spare.
- c. Note movement of player when spare is scored.

Step 6. Introduce strikes.
- a. Explain and demonstrate.
- b. Have client identify a strike.
- c. Note movement of player when strike is scored.

Step 7. Play one complete game.

GENERALIZATION:

1. Notify home of what cartridges the client is learning how to play.

2. Ask client in one week if playing.

3. Call home environment to inquire if playing at home.

NOTE:

If client understands numbers - explain how strikes and spares affect the scores.

A piece of tape may be placed on television screen to indicate where the client should position his player for first shot.

ATARI VIDEO GAMES
-COMBAT-

PROGRAM: Combat, competitive, Level #1. Object of the game is to score as high as possible, whether playing one player or two player.

SELECTION FACTORS:

Prerequisites: Ability to play Atari bowling cartridge (game #5 and #6), eye/hand coordination, understands general operating principles of atari unit.

Contraindications: No access to atari video games at home, short attention span, poor or no vision.

Method of Selection: Expressed interest in arcade games, have atari video game at home and do not know how to use, enjoys passive competitive activities and solitary activities.

PROGRAM FACTORS:

Group Size: 1-2 players
Time: 5 hours
Session Length: 1/2 hour
Materials: Atari video arcade ($150.00), cartridge ($20.00), black/white or color television.
Set-Up Time: Minimal

PROCEDURE:

Step 1. Movement of Controller

a. Explain and demonstrate the difference between the joystick controller function with the bowling cartridge and tank cartridge.
   1. forward movement - tank advances
   2. backward movement - no movement of tank
b. Client demonstrates use of controller.

Step 2. Explain and demonstrate the release of shell when red button is pushed.

a. Client demonstrates release of shell by pushing red button.

Step 3. Demonstrate right to left movement of controller.

a. Right - Clockwise
b. Left - Counter Clockwise
c. Client demonstrates right/left movement of controller.

Step 4. Instructor rotates tank 90 degress right and left, and moves forward.

a. Client demonstrates.

Step 5. Instructor moves forward and fires shell, hitting opposing tank.

a. 1 point per hit.
b. Opposing tank changes position when hit.
c. There is a score change when tank is hit.
d. Client demonstrates; identifies score change.

Step 6. Aiming

a. Instructor demonstrates aiming cannon at stationary target and firing.
b. Client demonstrates aiming cannon at stationary target and firing.
c. Client demonstrates the ability to hit stationary target 90% of the time.

Step 7. Instruct "leading" a target (optional)

a. Instructor explains and demonstrates "leading".
b. Client demonstrates "leading" with prompts.

Step 8. Instruct movement of tank to designated position.

a. Client moves tank in straight line.
b. Client moves tank in diagonal line.
c. When edge of screen is reached, tank movement stops, turn 90 degress and advance.
d. Client demonstrates the above (a - c).

Step 9. Instruct pursuit of opponent.

a. Instructor demonstrates the pursuit of opponent.
b. Client demonstrates the pursuit of opponent.

Step 10. Instruct escape from opponent.

a. Instructor demonstrates the escape of opponent.
b. Client demonstrates escape from opponent.

Step 11. Client plays one complete game.

GENERALIZATION:

1. Notify home of completion of game.

2. Ask client in one week if playing.

3. Call home environment to inquire if playing at home.

NOTES:

When client has problems rotating tank too far, tap controller left and right to find proper aiming.

Trail may be drawn on screen to practice controller movement.

BEGINNER CHECKERS

PROGRAM: Checkers - Total Game - Competitive

SELECTION FACTORS:

Prerequisites: Color differentiating skills, pincer grasp.
Contraindications: Short attention span, poor fine motor coordination, poor or no vision.
Method of Selection: Expressed interest, plays other table games, enjoys competitive play and passive activities.

PROGRAM FACTORS:

Group Size - 1-2 clients
Time: 1-4 hours
Session Length: 30-60 minutes
Materials: Checker board, checkers, table, chairs.
Set-Up Time: Minimal

PROCEDURE:

Step 1. Introduction to Game

Step 2. Explain object of game.

Step 3. Introduce checker board.

a. Demonstrate proper position of board.
   1. First square on each player's right hand corner is a light square.
   2. Board is placed between players.

Step 4. Introduce the checker ("men")

a. Players use one color (black or red).
b. Clients choose color for play.
c. 12 "men" for each player.

Step 5. Board set-up.

a. Demonstrate proper placement of checkers on board. ("Men" are placed on black squares only.)
b. Checkers are placed on the first 3 rows on each side of board.
c. Client demonstrates.

Step 6. Moves.

a. Explain and demonstrate that "men" can be moved forward diagonally only (left or right).
b. Players must take turns.
c. Client advance "man" one square diagonally to unoccupied dark square.

Step 7. The Jumps

a. Explain and demonstrate jumping the opponent.

1. Jump forward only, except Kings (see Step 9).
2. If an opponent's man is in the next diagonal square forward with an empty dark square directly behind and in the same diagonal line in the row ahead, you must jump that man and land in the empty square.
3. The opponent is captured after being jumped.
4. Must jump opponent when possible.

b. Prepare and demonstrate various combinations of single jumps.
c. Client identifies and demonstrates various single jumps.

Step 8. Multiple Jump Combinations

a. Instructor demonstrates:
   1. multiple diagonal jumps
   2. zigzag jumps
b. Client identifies and demonstrates multiple jump combinations.
c. Play a mini-game.

Step 9. "Kings"

a. Explain the "King".
   1. When a "man" reaches the back line, player says "king me" and is awarded a king.
   2. When awarded a king, the opponent places a checker on top to indicate he is "King".
   3. "Kings" may jump and move diagonally, frontwards, and backwards.
b. Client identifies and demonstrates above.
c. Client jumps and moves "king" properly.

Step 10. Play mini-game including kings.

Step 11. Winning

a. Explain that the first person to remove all his opponent's men from the board, or block his opponent so he can't move, is the winner.
b. Client identifies how game is won.
c. Play complete game, client identifies winner.

GENERALIZATION:

1. Send game completion note with cost - available most stores which sell games. ($1-5)

2. Suggest playing at break or lunch.

3. Ask client in one week if playing.

4. Call home environment to inquire if playing at home.

5. Offer to buy game if client or home pays.

NOTES:

Larger checker boards and checkers may be purchased for clients with poor muscle control.

BLOCKHEAD GAME

PROGRAM: Blockhead Game - Total game excluding scoring.

SELECTION FACTORS:

Prerequisites: Pincer grasp
Contraindications: Poor motor coordination, poor or no vision
Method of Selection: Enjoys competitive play and passive activities, expressed interest.

PROGRAM FACTORS:

Group Size: 1-2 clients
Time: 1/2 hour moderate learners, 2 hours slow learners
Session Length: 15-30 minutes
Materials: Blockhead Game, table, chairs
Set-Up Time: Minimal

PROCEDURE:

Step 1. Introduction to Game

a. Make a sample tower.
b. Add blocks until tower falls.
c. Explain object of game.
d. Describe who plays the game.

Step 2. Balancing Practice

a. Give client 3-4 blocks, see how many different ways blocks will stack.
b. Demonstrate "No Table Knocking" rule.
c. If client does not do 5 different stack combinations:
   1. Instructor gives client 3 of the paired blocks.
   2. Instructor models and client copies variety of stack combinations.

Step 3. Simple Game Playing

a. Cooperate to see how tall group can make the stack with instructor playing.
   1. Instructor pointing out leaning and counter balancing.
   2. Instructor holding up "odd pieces", explaining "too heavy to over-hang".
   3. Instructor stacks and group asked to predict when stack will fall.
   4. Client is assigned a piece to place on next, with rehearsal of ways or places the piece could go.

Step 4. Complex Balancing

a. Instructor suggests and demonstrates different block combinations.
   1. Clients predict whether the combination will fall.
   2. Clients construct blocks as suggested and see if they fall.

3. Discuss why they fell.

b. Clients build a stack to see how "wobbly" stack can be, but not fall.

Step 5. Game Playing

a. Explain rules:
   1. Only one hand can be used.
   2. To start the game, three blocks are stacked.
   3. Only one block can be on the playing board.

b. Practice games with instructor telling why he played each block.

c. Demonstrate making it difficult for the next person.

GENERALIZATION:

1. Send game completion note with cost - available at most stores which sell games.

2. Send home announcement of skill and game description.

3. Ask client in one week if playing.

4. Call home environment to inquire if playing at home.

5. Offer to buy game if client or home pays.

NOTES:

CRAZY EIGHTS CARD GAME

PROGRAM: Crazy Eights - Total game, excluding scoring. Competitive.

SELECTION FACTORS:

Prerequisites: Receptive vocabulary at minimal 6 year level, number matching skills, shape discrimination, enough fine motor coordination to pick up cards.
Contraindications: Poor or no vision, home ban on card playing.
Method of Selection: Expressed interest, plays other card games, enjoys competitive play, home members play "Crazy Eights".

PROGRAM FACTORS:

Group Size: 2-4 players
Time: Fast learners 1-4 hours, slow learners to 20 hours.
Session Length: 30-45 minutes.
Materials: Deck of cards, table, chairs, card holders.
Set-Up Time: Minimal

PROCEDURE:

Step 1. Explain object of game.

Step 2. Introduce number suit and number cards.

a. Do match to sample by suit.
b. Do match to sample by number.
c. Client matches by suit and number.

Step 3. Game set-up.

a. Instructor shuffles and deals face down.
b. Form draw and discard piles.
c. Everyone turns cards face up on table.

Step 4. Play modified game, matching suits and numbers.

a. Prompt choices.
b. When prompt free - hold cards.

Step 5. Introduce "Face Cards"

a. Do match to sample.
b. Explain and demonstrate, return demonstrate.
c. Explain suits value with face cards.

Step 6. Play modified game.

a. Prompt choice if necessary.
b. Clients shuffle and deal if possible.

Step 7. Introduce #8 card as "Wild Card".

a. Explain/demonstrate, return demonstrate.
b. Play mini-game using #8 as wild card.

Step 8. Play "Crazy Eights"

a. Play game, as during mini-games, prompt card selection if necessary.
b. Play at least two games without staff.
c. Must play error-free.
d. Class end.

GENERALIZATION:

1. Send game completion note with cost - available most stores which sell games. ($1-2.00)

2. Suggest playing at lunch or break.

3. Ask client in one week if playing.

4. Call home environment to inquire if playing at home.

5. Offer to buy game if client or home pays.

DOODLE ART

PROGRAM: Doodle Art - Coloring designs, set-up and materials, does not include "true color" selection.

SELECTION FACTORS:

Prequisites: Fine motor coordination sufficient to hold pen in "correct" writing position, draw a 6 inch long line in a half inch space, stay seated for a 10-15 minute activity.
Contraindications: Poor vision, low frustration level.
Method of Selection: Enjoys passive solitary activities, expressed interest, interest in related activities.

PROGRAM FACTORS:

Group Size: 1
Time: 12-16 hours
Session Length: 15 minutes to unlimited
Materials: Doodle art sheets (start with simple designs and work towards more complex designs. Some examples are commercially available or one can draw one's own design. Avoid child posters), assorted fineline felt tip markers (some kits come with felt tip markers, or markers can be purchased separately).

PROCEDURE:

Step 1. Get client's interest. This can be achieved by showing some examples of various completed pictures. The collection of pictures includes a picture that has been framed or matted, one that is posted on the bulletin board, pictures of various sizes and subject matter. Also, interest can be obtained by providing an opportunity for the client to color in a sample area.

Step 2. Provide a simple geometric design. Client can color any area with any desired color.

Step 3. Provide a more complex design or picture.

a. Teaching technique: modeling.
b. Instructor can outline an area and demonstrate to the client, coloring in that particular area. Instructor outlines the area and client colors inside the line. Instructor may have to continue with this method until all areas are colored completely. Eventually "fade out" outline and allow client to proceed independently. (If the client's color selection is not appropriate, limit the client's poster collection.)
c. Client should complete one design completely, independent of staff instruction.
d. Send a Doodle Art Sheet home with client and ask that the client complete and return the sheet.

Step 4. Care of materials. Do this step simultaneously with steps 2 and 3.

a. Demonstrate taking cap off of the pen and putting it back on when finished.

b. Demonstrate using pen without pushing down too hard.
c. Demonstrate cleaning off table so client has a clear work area.
d. Show client other places to work; such as, sitting on the couch or chair away from a table and using a wooden lap board or heavy cardboard piece with a clip to hold the Doodle Art Sheet in place.
e. Discuss times when Doodle Art could be done.

Step 5. Inform client where to purchase materials.

GENERALIZATIONS:

1. Send a note to home environment stating that this activity has been completed.

2. Suggest to client, doing "Doodle Art" at lunch or after work in spare time.

3. Send home some Doodle Art pictures with agreement that pictures will be returned completed by __X__ date.

4. Check with home environment at later date to inquire if this activity has been done at home or if there is any interest in purchasing more poster art sets.

5. Offer to assist client in purchasing more poster art sets.

NOTES:

Many of the Doodle Art prints would be acceptable in any color combination due to the subject matter; such as, outer space themes and disco scenes. These examples require less color choice than some pictures.

ADAPTATIONS:

Pen holder for motor handicapped.
Clips or tacks to hold sheet in place on table or working surface.

FISH CARD GAME

PROGRAM: Fish Card Game - Total game excluding shuffling, dealing, and scoring. Object of game - get 4 of a kind with number and/or face cards.

SELECTION FACTORS:

Prerequisites: Number and letter matching skills, receptive vocabulary minimum of 6 years, intelligible speech.

Contraindications: Poor or no vision, home ban on cards, no hearing.

Method of Selection: Interest after watching, plays other card games, home members play Fish.

PROGRAM FACTORS:

Group Size: 2-6 players
Time: 2 hours for moderate functioning level
Session Length: 1/2 hour
Materials: Cards, table, chairs.
Set-Up Time: Minimal

PROCEDURE:

Step 1. Explain object of game.

Step 2. Instructor deals number cards only (seven cards per player).

Step 3. Clients lay cards face up on table.

Step 4. Instructor identifies 4 of a kind (book), if applicable, for each client's hand.

a. Client identifies 4 of a kind (book), if applicable.
b. Explain placing 4 of a kind on table.
c. Clients place 4 of a kind on table.

Step 5. Instructor explains and demonstrates asking other players for needed cards.

a. Cannot ask for a card they do not have.
b. Clients take turns asking for needed cards.

Step 6. Instructor explains calling for needed card, if he receives it, he gets another turn.

a. Clients demonstrate.

Step 7. Introduce drawing.

a. If you call for card and don't get it - draw.
b. Draw and get card needed, client gets another turn.

Step 8. Play mini-game using drawing and calling.

Step 9. Introduce face cards.

a. Play mini-game with cards face up on table, with drawing and calling.

Step 10. Play one complete game with all cards.

GENERALIZATION:

1. Send game completion note with cost home.
2. Suggest playing at break or lunch.
3. Ask client in one week if playing.
4. Call home environment to inquire if playing at home.
5. Offer to buy game if client or home pays.

FISHING

PROGRAM: Fishing - Use of cane pole and bait. Doesn't include materials or license purchase, or stringing the fish on a stringer.

SELECTION FACTORS:

Prerequisites: Ability to sit and stand for moderate length of time (15 minutes to one hour). Ability to tie basic knots.

Contraindications: Poor or limited use of hands, poor attention span.

Method of Selection: Expressed interest, family members go fishing.

PROGRAM FACTORS:

Group Size: 1 client
Time: 1-4 hours
Sessions: 15 minutes to 1 hour
Materials: Cane pole, fishing line, bobbers, weights, bait, hooks, place to fish (pond, lake, stream, etc.), tank of water.

PROCEDURE:

Step 1. Introduce pole and line.

a. Instructor identifies pole and line.
b. Client indentifies pole and line.

Step 2. Hooks

a. Instructor identifies hook.
b. Client identifies hook.
c. Instruct attaching hook to line.
d. Client returns demonstration.

Step 3. Bobbers

a. Identify bobbers.
    1. Detects fish pulling on line.
    2. Size varies according to size of fish.
    3. Adjust for different depths for best results.
b. Attach bobber to line.
c. Client attaches bobber to line.

Step 4. Weights

a. Identify weights.
    1. Crimp-on and/or tie-on.
    2. Choose weight to keep bobber afloat.
b. Demonstrate proper adjustment of weight in respect to bobber.
c. Client identifies and attaches proper weight.

Step 5. Baiting Hook

a. Show examples of different types of bait.

b. Demonstrate baiting a hook.
c. Client demonstrates ability to bait hook.

Step 6. Casting Line

a. Explain and demonstrate appropriate length of line.
   1. Several feet longer than bobber.
   2. Able to cast line without dragging on ground.
b. Client chooses appropriate length of line.
c. Demonstrate casting line into water.
d. Client casts line into water.

Step 7. Bobber Movement

a. Demonstrate movement of bobber by random water movement.
b. Demonstrate movement of bobber when fish is nibbling.
c. Demonstrate movement of bobber when fish has bait in mouth, (pulling bobber on surface and/or pulls bobber under water).
d. Client identifies above movements of bobber.

Step 8. Clients identify bobber movement while fishing.

Step 9. Setting the Hook

a. Demonstrate setting the hook at appropriate time.
   1. Pull gently but quickly.
   2. Bobber submerged.
   3. Bobber being pulled across surface of water.
b. Instructor raises pole, brings fish to shore.
c. Demonstrate unhooking fish.
d. Explain the importance of not jerking and tearing the hook from the mouth of the fish.
e. Client demonstrates above steps (a-d).

Step 10. Client and instructor go fishing.

GENERALIZATION:

1. Send home announcement of new skill.

2. Ask client in 2 weeks if they have been fishing.

3. Call home environment to see if client has been fishing.

4. Buy fishing equipment if client or home pays.

5. Suggest a fishing trip with other clients.

NOTES:

Before client advances to next step they must complete each step with 90% accuracy.

Arrange for use of stocked pond...provides a greater chance of success.

May be necessary to use hand-over-hand technique.

Additional instruction may be needed to teach the use of different types of rod and reels, and/or lures, jigs, etc.

INDOOR GARDENING

PROGRAM: Indoor Gardening

SELECTION FACTORS:

Contraindications: No vision, limited or no use of hands.
Method of Selection: Expressed interest, enjoys plants, has plants at home, enjoys passive activities.

PROGRAM FACTORS:

Group Size: 2-5 clients
Time: 5-7 hours
Session Length: 30 minutes
Materials: Gravel, soil, plant containers, fertilizer, artificial light, water, potting mixture, various types of plants.
Set-Up Time: Minimal

PROCEDURE:

Step 1. Instructor discusses various types of indoor plants with client and shows examples.

a. Vines - Ivy, wandering jew, philodendron, swedish ivy, spider plants, begonia.
b. Herbs - dill, chive, pepper, alfalfa, mint, thyme.
c. House Plants - snake plant, coleus, ferns.
d. Seeds - vegetables (bean seeds).
e. Clients identify above examples of plants.

Step 2. Instructor discusses the difference between indoor and outdoor plants and shows examples.

Step 3. Plant Parts

a. Discuss and show examples of root part of plant and its significance.
b. Client identifies root parts.
c. Discuss and show examples of variety of stems and their significance.
   1. vine
   2. bulb plants
   3. ferns
   4. coleus
   5. snake plant
d. Client identifies stem.
e. Discuss and show examples of variety of leaves and their significance.
f. Client identifies leaves.

Step 4. Pots

a. Show illustrations and examples of various types and sizes of planting pots.

b. Explain and demonstrate the advantages and disadvantages of various pots.
   1. clay pots
   2. plastic
   3. glass
   4. miscellaneous containers (bowls, jugs, etc.)

Step 5. Pot Contents

a. Explain the importance of gravel.
   1. Holds moisture.
   2. Means of support.
b. Demonstrate a pot with gravel in it.
c. Discuss where obtained.
d. Explain the importance of soil.
   1. Nutrition
   2. Root support
   3. Proper drainage
e. Show examples of good and bad soil.
f. Client identifies good and bad soil.
g. Discuss where obtained.

Step 6. Stages of Growth

a. Explain and show illustrations of plant growth stages.
   1. Use bean seed (seed first week, second week, one month).
   2. Seasonal stages - discuss and show illustrations of plant growth during the year.

Step 7. Potting Plants

a. Demonstrate potting a plant.
   1. Fill bottom of container with one inch of gravel.
   2. Fill container with soil.
   3. Place plant in pot.
b. Client pots a plant.

Step 8. Plant Care

a. Discuss and show illustrations of plants that use natural light.
   1. Place plant in high light to adjust to the indoors for 4-6 weeks.
   2. Too much light can burn plants.
   3. Rotate plants to avoid lopsided growing.
b. Discuss and show illustrations of plants that are in artificial light.
   1. Use when there is no natural sunlight.
c. Discuss proper temperature for plants.
   1. 60-70 degrees F
d. Explain and show illustrations of when a plant needs to be watered and how.
   1. More water in the winter, when house is hot and dry.
   2. Fine soil holds water more than a coarse potting mixture.
   3. Plants in small pots need more frequent watering than plants in large pots.
   4. A blooming plant needs more water.

5. Dry, wilted plants are a sign that it needs to be watered.
6. Over-watering is a major cause of plant fatality.
7. Use room temperature water, 70 degrees F (21 degrees C).
8. Water from the top of plant.
9. Client waters plant.

e. Explain and demonstrate types of fertilizer.
1. Chemical - granular or tablet.
2. Organic - composed of animal or plant remains.
3. Slow-Release - equal amounts of nitrogen, phosphorus, and potassium.
4. Client fertilizes plant.

f. Pests
1. Explain that pests can destroy plants.
2. Show illustrations of types of pests and what effects they have on plants (mites - cause leaves to curl up and become deformed).
3. Client checks plant for any pests.

g. Show illustrations of types of diseases and their effects on plants.
1. dead leaves
2. root rot
3. small yellow, brown, or black spots on leaves
4. powdery mildew
5. mold
6. Client checks plant for any signs of disease.

h. Explain and demonstrate preventative ways to make plants less receptive to disease.
1. remove dead leaves
2. keep water off foliage
3. proper lighting
4. proper air circulation
5. Client checks.

i. Re-Potting
1. Explain and show examples of plants needing to be re-potted.
a. plant top-heavy
b. needs water more than one time a day
c. poor drainage
d. roots growing out of drainage hole
2. Demonstrate re-potting a plant.
3. Client re-pots a plant.

Step 9. Propagating

a. Explain and demonstrate propagating with various plants.
1. leaf cutting
2. stem cutting
3. off sets (runners)

b. Client demonstrates the ability to propagate plants as above.

Step 10. Purchase of plants.

a. Discuss various local plant outlets.
1. greenhouse
2. garden supply stores
3. department stores

b. Discuss costs of plants.
c. Visit a greenhouse.
d. Client purchases a plant.

GENERALIZATION:

1. Send home note about new skill.

2. Ask client in two weeks to bring plant in to note growth and maintenance.

3. Offer to buy a plant if home or client pays.

JARTS

PROGRAM: Jarts - Total game, includes set-up and scoring.

SELECTION FACTORS:

Prerequisites: Ability to count to 6 with meaning.
Contraindications: Poor or no vision, poor or limited use of arm.
Method of Selection: Expressed interest, enjoys lawn games, home members play.

PROGRAM FACTORS:

Group Size: 1-2 clients
Time: 2-5 hours
Session Length: 15-30 minutes
Materials: Open playing field, 1 complete jart set.
Set-Up Time: Minimal

PROCEDURE:

Step 1. Explain object of game.

Step 2. Ring placement.

a. Demonstrate placing rings on playing field (30 feet apart).
b. Client places one ring down, paces 10 large steps and places the second ring on ground.

Step 3. Explain color choice of jarts.

a. Client chooses two jarts of the same color.

Step 4. Throwing jarts.

a. Demonstrate and explain throwing the two jarts.
   1. Hold jart, end opposite of point.
   2. Throw in underhand motion.
   3. Throw jart while standing behind opposite target.
   4. Point of jart must stick in ground.
b. Client practices throwing at target.
   1. Throw jart close to target - gradually increase distance from target to 30 feet as proficiency develops.
   2. Client identifies good throws (jarts point stuck in ground and in target) and bad throws (jart doesn't stick in ground inside or outside of target).
c. Client throws jart to target, walks to target, pick up jarts, and throws to opposing target.

Step 5. Play mini game.

Step 6. Scoring

a. Explain and demonstrate a 1 point play.
   1. If a jart is a distance of 1 length of a jart or less from target, a point is scored.

2. Client uses a jart for measuring distance.

b. Explain and demonstrate a 3 point play.
   1. Jart thrown inside target and point sticks in ground, 3 points are scored.

c. Client discriminates between a 1 point and a 3 point play.

d. Player who scores the most points wins the round.

Step 7. 15 point game - player who reaches a total of 15 points is the winner.

Step 8. Play one complete game.

GENERALIZATION:

1. Send game completion note with cost - available at most stores which sell games. ($3.97)

2. Ask client in one week if playing.

3. Call home environment to inquire if playing at home.

4. Offer to buy game if client or home pays.

NOTES:

1. May use "no point" lawn darts indoors.

2. "No point" lawn darts may be used to prevent injury.

MOVIES

PROGRAM: Going to the Movies. How to purchase tickets, locating theater, movie choice.

SELECTION FACTORS:

Prerequisites: Money to purchase ticket, number matching skills, verbal skills, approximate money to $5.00.
Contraindications: Poor or no vision, home ban on movies, short attention span.
Method of Selection: Enjoys passive activities, expressed interest.

PROGRAM FACTORS:

Group Size: 1-5 clients
Time:
Session Length:
Materials: Access to movie theater, cost of tickets, refreshments (optional), video-tape machine, television.

PROCEDURE:

Step 1. Explain and discuss times and costs of movies.

- a. Attending theater in evening.
  1. Time - after 5:00 p.m.
  2. Cost - $3-7
- b. Attending matinees.
  1. Time - 12:00 noon - 4:00 p.m.
  2. Cost - half of evening movie prices.

Step 2. What movie is playing?

- a. Explain and demonstrate various ways to find what films are playing.
  1. newspaper
  2. word-of-mouth
  3. phone call to theater
  4. theater marquees
- b. If client has reading skills, read newspaper and marquee.
- c. Client asks friends and family.
- d. Client role plays with instructor in calling movie theater.
- e. Client calls movie theater.

Step 3. Locate and visit local movie theaters.

Step 4. Choosing a movie.

- a. Discuss use of:
  1. advertisements
  2. word-of-mouth
  3. reviews of movies (if client reads)
  4. rating scales:
     G - family entertainment
     PG - use of obsenity and some violence, limited nudity
     R - violence, adult sexual themes, profanity, age limit
     X - graphic violence, explicit sex, profanity, age limit

Note: Video-tape may be used to present typical contents of films with different ratings.

b. Client chooses movie using methods presented above.

Step 5. Attending Movies

a. Discuss how much money to bring.
b. Discuss ticket purchase.
c. Discuss giving ticket to usher.
d. Keep ticket stubs.
e. Purchase of popcorn, candy, etc.

Step 6. Role play Step 5.

Step 7. Discuss:

a. Finding a seat in theater.
b. Appropriate behavior during movie.
   1. Getting in and out of the seat quietly.
   2. Moving aside feet for others passing in front.
   3. Sitting quietly during movie.
   4. Picking up trash and disposing of properly.

Step 8. Role play Step 7. (May use a television or video-movie)

Step 9. Client chooses and attends film with instructor.

Step 10. Discuss movie with client.

Step 11. Discuss any skills which may need review before attending next film.

GENERALIZATION:

1. Send home note of client's new skill.

2. Ask client in one month if he/she has attended movie.

3. Help clients arrange to attend a movie together.

NOTES:

1. Point out where restrooms are located to clients.

2. Have clients become aware of the "No Smoking" rule.

MUSIC APPRECIATION

PROGRAM: Music Appreciation - Exposure to various forms (types) of music in order to expand interest, ticket purchase, accessing purchase of records.

SELECTION FACTORS:

Prerequisites: Receptive vocabulary at a minimal 6 year level.

Contraindications: Poor or no hearing, no access to music source, short attention span.

Method of Selection: Listens to music, limited to one type of music, expressed interest, enjoys passive activities.

PROGRAM FACTORS:

Group Size: 5-10 people
Time: 25-30 hours
Session Length: 45 minutes to 1 hour
Materials: Recordings of various types of music, records, record player, table, chairs, tape player.

Note: Clients were limited in their knowledge of the variety of forms of music, interested mainly in country/western and hard rock. The program was developed to provide exposure to different types of music forms.

PROCEDURES:

Step 1. Where one can listen to music.

- a. Radio.
- b. Television.
  - 1. Specials
  - 2. PBS Programs.
- c. Records.
  - 1. Record stores, department stores.
    - a. Show slides of local record outlets.
    - b. Discuss choosing and purchasing records.
    - c. Visit various record outlets.
    - d. Client purchase records.
  - 2. Record Clubs.
    - a. Discuss cost and consequences.
    - b. Membership.
      - 1. Filling out and returning monthly selection cards.
      - 2. Paying bill.
  - 3. Public Library.
    - a. Visit library.
    - b. Listen to records at library.
    - c. Client obtains library card, if applicable.
    - d. Check out records if desired.
    - e. Discuss "due date" of records.
    - f. Client returns records.
- d. Live Music.
  - 1. Coffee houses, night clubs, and bars.

a. Discuss costs and cover-charges.
b. Discuss and review social requirements (proper attaire, social behavior, etc.).
c. Visit local clubs.

2. Open-Air Concerts.
   a. Discuss costs and ticket purchase.
   b. Discuss and review social requirements.
   c. Visit local sites of concerts.

3. Public Auditoriums, Symphony Orchestras, Special Concerts, Musicals.
   a. Discuss costs and ticket purchase.
   b. Discuss and review social requirements.
   c. Visit auditorium.

Step 2. Special ticket purchase.

a. Use of ticketron outlets.
   1. Big name groups or persons.
   2. Cost is commensurately higher.
   3. Order by phone.
   4. In large cities, large department stories.
   5. Mail order.

b. Role play purchasing tickets.

Note: Client demonstrates the ability of steps 1 and 2 during the course of the program.

Step 3. Classical Music.

a. Introduction.
   1. Time period.
   2. Composers.
   3. Instruments used.

Step 4. Play classical pieces heard frequently today.

a. Play commonly heard classical music from record or tapes.
b. Client identifies titles of music (William Tello Overture... theme from the "Lone Ranger".)

Step 5. Present other pieces of classical music.

a. Class discusses:
   1. Do you like it?
   2. How does it make you feel?

Step 6. Attend a concert.

a. Review social requirements.
b. Ticket purchase and costs.
c. Clients practice ticket purchase.
d. Purchase ticket.
e. Attend concert as group.

Step 7. Class discusses concert.

Note: Hereafter, the last 10 minutes of each class session is spent reviewing.

Step 8. Folk - includes Blues and Bluegrass.

a. Introduction.
1. Time period.
2. Popular artists.
3. Instruments used.

Step 9. Play pieces of folk music from records or tapes.

a. Client identifies pieces of folk music.

Step 10. Play pieces of blues music from records or tapes.

a. Client identifies pieces of blues music.

Step 11. Play pieces of bluegrass from records or tapes.

a. Client identifies pieces of bluegrass.

Step 12. Present other pieces of folk, blues, bluegrass music.

a. Class discusses:
1. Do you like it?
2. How does it make you feel?

Step 13. Attend a concert which is playing folk, blues or bluegrass.

Step 14. Jazz.

a. Introduction.
1. Time period.
2. Composers and groups.
3. Instruments used.

Step 15. Play popular jazz pieces from records or tapes.

a. Client identifies pieces of jazz.

Step 16. Present other pieces of jazz music.

a. Class discusses:
1. Do you like it?
2. How does it make you feel?

Step 17. Attend a nightclub.

Step 18. Country Music.

a. Introduction.
1. Time period.

2. Popular artists.
3. Instruments used.

Step 19. Play different country and western songs from records or tapes.

a. Client identifies country music songs.

Step 20. Present other songs.

a. Class discusses:
1. Do you like it?
2. How does it make you feel?

Step 21. Attend a country bar.

Step 22. Big Band.

a. Introduction.
1. Time period.
2. Popular groups.
3. Instruments used.

Step 23. Play various forms of big band music from records.

a. Client identifies big band music.

Step 24. Present other big band music.

a. Class discusses:
1. Do you like it?
2. How does it make you feel?

Step 25. Phone ticketron outlet for information concerning:

a. Price
b. Date
c. Location
d. Time

Step 26. Attend concert.

Step 27. Rock-N-Roll.

a. Introduction.
1. Time period.
2. Popular artists.
3. Instruments used.

Step 28. Play rock-n-roll music from records or tapes.

a. Client identifies rock-n-roll music.

Step 29. Present other rock-n-roll music.

a. Class discusses:

1. Do you like it?
2. How does it make you feel?

Step 30. Attend concert.

Step 32. Rhythm and Blues.

a. Introduction.
   1. Time period.
   2. Popular artists.
   3. Instruments used.

Step 32. Play rhythm and blues music from records or tapes.

a. Client identifies rhythm and blues music.

Step 33. Present other rhythm and blues music.

a. Class discusses:
   1. Do you like it?
   2. How does it make you feel?

Step 34. Attend concert.

Step 35. Popular Music - fusion of all musical forms.

a. Introduction.
   1. Time period.
   2. Popular artists.
   3. Instruments used.

Step 36. Class listens to pop radio station.

Step 37. Discuss elements common to other musical forms.

Step 38. Have clients bring in tapes or records of what they think pop music is.

Step 39. Class discusses the various tapes and records brought in.

a. Do you like it?
b. How does it make you feel?

GENERALIZATION:

1. Inform home of completion of class.
2. Ask clients if they have been to concerts or purchased records recently.
3. Call home to see if client is listening to different music.
4. Organize a trip to a concert at later date.

NOTES:

1. Clients enjoy bringing in their own music for the class to identify.

2. Record music on tapes prior to class and save for later instruction so you won't have to find music for a given section later.

PHOTOGRAPHY

PROGRAM: Photography - taking proper snapshots.

SELECTION FACTORS:

Prerequisites: None

Contraindications: Could not afford purchase of camera, film, flash cubes, and film developing; physical instability.

Method of Selection: Client has camera and takes poor pictures, expressed interest.

PROGRAM FACTORS:

Group Size: 2-10 clients
Time: 20 hours
Session Length: 1 hour
Materials: Camera, film, flash cubes, photographs of various photographic errors (out of focus, camera tilted, too dark, etc.), video-camera and monitor, tri-pod.
Set-Up Time: Minimal

PROCEDURE:

Step 1. Introduction

a. Show examples of good and bad photographs.
b. Explain that many people take poor photographs.
c. Explain object of class.

Step 2. Introduction to Camera

a. Show various types of cameras (polaroid, instamatic, SLR, etc.)
b. Explain how a camera works.
   1. lens
   2. shutter
   3. shutter release
   4. film advance
   5. back (change of film)
   6. frame indicator
   7. speed and ASA indicator, if applicable
   8. view-finder
c. Have clients identify items 1-8 on their cameras.

Step 3. Film

a. Show different film cartridges (polaroid, instamatic, 35 mm)
b. Clients identify proper film cartridge for their camera.
c. Explain various film types.
   1. color, black/white
   2. film speed, if applicable
   3. prints and slides
d. Client selects proper film type.

e. Discuss where and how to purchase film.
f. Clients purchase film.
g. Explain and demonstrate proper loading of film cartridge for different types of cameras.
h. Clients load film.
i. Clients set film for proper ASA.
j. Client shoots role of film.
k. Discuss when and how to have film developed.
l. Clients have film developed.

Step 4. View-Finder

a. Show photograph of pictures that are properly and improperly framed.
   1. camera tilted
   2. cuts off subjects head
   3. subject not centered
   4. properly framed
b. Clients identify proper and improper framed photographs.
c. Identify proper and improper framing with clients' photographs.
d. Demonstrate with video-camera and monitor, proper framing of subject.
e. Clients demonstrate proper framing with video equipment.
f. Client properly frame and photograph subject.
g. Review and discuss clients' photographs.

Step 5. Flash

a. Explain that flash is to be used in low light situations.
b. Show pictures taken with inadequate light.
c. Explain and demonstrate cameras that use flashcubes or flash attachments.
d. Client identifies appropriate flash for camera.
e. Demonstrate proper installation of flash of camera.
f. Client attaches proper flash.
g. Discuss where to purchase flash and cost.
h. Client purchases flash.
i. If applicable, explain low-light feature on camera (i.e., "red dot", "yes/no", or meter).
j. Client demonstrates the use of flash by indicator, when needed.
k. Use of instruction supplied with film package.
l. Client demonstrates appropriate use of flash, according to various lighting conditions.

Step 6. Common Photographic Errors

a. Explain and show pictures where camera was moved.
b. Explain prevention of errors.
   1. tri-pod
   2. stable position
   3. resting camera on solid subject
c. Clients demonstrate above methods of picture taking.

d. Objects that are moving fast cannot be photographed. Many cameras will not stop action on a moving object (i.e., polaroids, instamatics) unless camera has a high speed shutter (i.e., 35 mm).
e. Present solutions for photographing moving objects.
   1. follow object
   2. stop action with flash
   3. set speed faster, if applicable
f. Clients demonstrate methods of photographing moving objects.

GENERALIZATION:

1. Inform home environment.

2. In one month, ask clients to bring in photographs which they have taken recently.

3. Organize photography club to meet monthly to present pictures.

4. Encourage clients to participate in photography contests.

5. Encourage clients to keep a photograph album.

NOTES:

From onset of class, have clients take pictures to determine their improvement.

Take field trips to photograph various subjects and settings.

If video apparatus is not available, use camera on tri-pod to check framing accuracy.

Have class critique each others photographs.

PIT CARD GAME

PROGRAM: Pit Card Game - Total game, excluding scoring. Competitive.

SELECTION FACTORS:

Prerequisites: Ability to count to 9 with meaning, shape discrimination (distinquish between cards), receptive vocabulary at minimal 6 year level.
Contraindications: No hearing, poor or limited vision, home ban on cards, unintelligible speech, poor attention span.
Method of Selection: Interest after watching, plays other card games, enjoys competitive play, home members play Pit.

PROGRAM FACTORS:

Group Size: 3-7 players
Time: 7 hours
Session Length: 30-45 minutes
Materials: Complete Pit Game, table, chairs.

PROCEDURE:

Step 1. Explain object of game.

Step 2. Play game with 4 sets, 3 cards to a set.

a. Play game with cards face up on table.
b. Observe hands dealt, then determine card(s) he wishes to trade. (If more than one, they must be alike.)
c. Clients call out how many cards to trade.
d. When client can complete with accuracy, steps of the game, hold cards when dealt.

Step 3. Game played with sets of 5.

Step 4. Game played with sets of 7.

Step 5. Introduce Bear Cards

a. Play game in the same procedure as Step 2.
b. Play game holding cards when dealt.
c. Play game with sets of 5; 7.

Step 6. Introduce Bull Cards

a. Play game in the same procedure as Step 2.
b. Play game holding dealt cards.
c. Play game with sets of 5; 7.
d. Play Bull with Bear card.

GENERALIZATION:

1. Send game completion note with cost.

2. Suggest playing at break or lunch.

3. Ask client in one week if playing.

4. Call home environment to inquire if playing at home.

5. Offer to buy game if client or home pays.

NOTES:

1. If there is a physical impairment, use card holder.

2. Scoring can be used if client understands number meaning.

3. Can teach client how to shuffle and deal cards.

RUG HOOKING

PROGRAM: Rug Hooking with pre-packaged, color coded kits; excluding binding of canvas.

SELECTION FACTORS:

Prerequisites: Pincer grasp, color matching, use of both hands.
Contraindications: Short attention span, poor or no vision, poor finger dexterity.
Method of Selection: Enjoys creative passive activities, participates in other crafts, expressed interest.

PROGRAM FACTORS:

Group Size: 1-2 clients
Time: 5 hours
Session Length: 15-30 minutes
Materials: Rug hook, complete pre-packaged rug hooking kit, table, chairs.
Set-Up Time: Minimal

PROCEDURE:

Step 1. Introduce color matching.

a. Instructor explains and demonstrates matching colored yarn to corresponding color on canvas.
b. Client matches yarn with corresponding color on canvas.

Step 2. Boundary

a. Instructor points out the boundaries of the canvas (color vs. white areas).

Step 3. Introduce holding hook.

a. Instructor demonstrates correct method of holding a hook.
b. Client demonstrates correct hold of hook.

Step 4. Instructor demonstrates placing hook through proper hole.

a. Client demonstrates ability to place hook through proper hole.
b. Instructor demonstrates opening of hook.
c. Client opens hook.
d. Client chooses appropriate color yarn to correspond with canvas.

Step 5. Instruct wrapping yarn at base of handle.

a. Client wraps yarn at base of handle.
b. Keeping hook in proper position in reference to canvas.

Step 6. Load Hook

a. Instructor demonstrates loading hook.
1. Hook held with right hand, yarn is crossed over to the

right and inserted in hook.
2. Hook held with left hand, yarn is crossed over to the left and inserted in hook.

b. Client loads hook.

Step 7. Instructor demonstrates pulling hook.

a. Hook pulled straight out while releasing yarn.
b. Client pulls hook.

Step 8. Instruct how to tighten the knot on canvas.

a. Client demonstrates.

Step 9. Client demonstrates Steps 4-7.

Step 10. Instructor demonstrates hooking one complete row.

a. Canvas held in one direction.
b. Begin at bottom of canvas and work up.
c. Begin at the right bottom corner.
d. Hook from right to left (straight line).
e. Do not skip holes.
f. Remember to match color of yarn with canvas.

Step 11. Clients complete one complete row, including "a" through "f" above.

Step 12. Client demonstrates advancing of row to row.

GENERALIZATION:

1. Suggest client to hook rug at free times.

2. Ask client in one week if hooking rug.

3. Call home environment to inquire if hooking rug at home.

4. Offer to buy kit if client or home pays.

NOTES:

1. Tape edges to prevent unraveling of canvas.

2. A rubber band wrapped around handle of hook and attached to client's wrist helps to prevent dropping of hook.

3. It may be necessary to attach the canvas to table with tape to prevent movement of canvas.

SPECTATOR FOOTBALL

PROGRAM: Spectator Football - An understanding of football as a spectator, basic comprehension of the game (including offensive and defensive play, scoring and common rule infractions). Also, appropriate social behaviors when attending a game.

SELECTION FACTORS:

Prerequisites - None

Contraindications - Poor vision, no television or access to local games, client not permitted to watch football at home on television.

Selection - Friends or family watch football on television or attend games, expressed interest, interest in sports observation.

PROGRAM FACTORS:

Group Size - 5 to 12 clients
Time - 20 hours with moderate learners
Session Length - 45 minutes to 1 hour
Materials - Access to local football field, mock-up of football field, video tape recorder (preferably equipped with slow motion and stop action), television set, assorted pre-recorded football games, video-tape of spectator at a football game, football, area where clients can play football.
Set-Up Time - Minimal after video-tapes are prepared

PROCEDURE:

Pretest - A video-tape is prepared using randomly selected portions of a football game. These should be things which will be instructed, and could include running plays, pass plays, fumbles, handoffs, touchdowns, field goals, rule infractions, etc. Clients are asked to identify these (we use a multiple choice format) and the instructor records responses.

I. The Playing Field

Step 1. Visit a field locally, explain:
- a. goal lines
- b. end zone
- c. goal posts - (difference between college and pro)
- d. yard lines
- e. yard markers
- f. 50 yard line
- g. out-of-bounds
  1. Balls kicked or thrown out of bounds are dead.
  2. If a player is pushed out of bounds, ball is placed on that yard line.

Step 2. Correlate field markings with the board mock-up at site.

Step 3. Correlate field markings on video-taped playing field with mock-up.

Step 4. View portions of game, noting team's field position on TV screen and board for:
- a. kick-off

b. ball carrying and advancement
c. ball placed on 20 yard line when downed in the end zone
d. 2 yard line for extra point try
e. placement after punt when ball goes out-of-bounds
f. when a player goes out of bounds

II. The Game

Step 1. Explain, object to score more points than your opponent.

Step 2. Explain, game is played one hour in length:
a. Divided into two halfs, which consists of two fifteen-minute quarters with a fifteen-minute break at half-time.
b. The clock runs all the time except for time-outs and during final two minutes at end of each half.
Note: No instruction will be given as to two-minute rules because of complexity, except that clock is stopped when man goes out of bounds with ball, an incomplete pass, or in the event of a time-out.

III. Offensive Players

Step 1. Explain concept of Offense (two basic components of the offensive team, with a total of 11 players).
a. Demonstrate, using class members, the offensive team and identify them as those who have possession of the ball and who are trying to score.

Step 2. Explain the "Offensive Line"
a. Line lines up even with the ball and have possession of ball on the line of scrimmage (explain the line of scrimmage).
b. Made up of Center, Guards, Tackles and Ends.
1. Explain placement of each different position (both right and left).
2. Explain Center's position and function as "hiker".
3. Identify line's primary role: blocking, also, Ends receiving passes.

Step 3. Choose clients and make up Offensive Line, identifying each position.

Step 4. Explain "Backs"
a. Quarterback
1. Note position behind Center.
2. Role as Team General
3. Calls for the "snap"
4. "I" formation
b. Halfback
1. Show position on field (either right or left)
2. Explain primary role as runner, also blocks and receives passes.
c. Fullback
1. Show position (either right or left)
2. Explain primary role as blocker, also short yardage runner or pass receiver.

Step 5. Make up Backfield of clients and line them up behind the Offensive Line. Identify their position and placement on the field. Demonstrate variations in player combinations.

Step 6. View Offensive Line and Backfield on tape and have clients identify the players and position combinations and variations.

IV. Defensive Players

Step 1. Explain the concept of Defense (three basic components of Defensive Team, with total of 11 players).

Step 2. Explain the "Defensive Line"
- a. Made up of Ends, Guards, Tackles, and a Center.
- b. Explain the "Defensive Rush".
- c. Basic job of the Defensive Line is to rush the Offensive Backs and to stop runners from advancing up-field.
- d. Explain pass coverage by Defensive Ends.

Step 3. Explain Linebacker position.
- a. Show the area of field covered by Linebackers.
- b. Linebacker may rush (called a blitz).
- c. Linebacker watches pass receivers.
- d. Linebacker stops runners from advancing up-field.

Step 4. Explain Defensive Back's position.
- a. Show the area of the field covered by Back.
- b. Watch open players down field.
- c. Stop men with ball from advancing up-field.

Step 5. The Defensive Team is made up of 11 players in different combinations of different positions.
- a. The number of linemen may vary, but if it varies, so will the number of linebackers and backs. The total number of team members will always be 11, regardless of the combinations.

Step 6. Set up a Defensive Line of clients, position players and identify their positions. Show examples using different player combinations.

Step 7. View defense on tape, identify defensive player positions.

Step 8. View defense on tape, have clients identify defensive player positions.

V. Putting The Ball In Play

Step 1. Explain "Kick-Off"
- a. Each half of the game begins with kick-off. Clock starts when the ball is kicked.
- b. The ball is kicked from the 35 yard line.

Step 2. Demonstrate kick-off with class members lining up in kick-off formation. Note that players must not pass kicker until after kick.

Step 3. Use mock-up board to show position of ball at kick-off.

Step 4. Describe and demonstrate "Fair Catch".

Step 5. Explain penalty assessment for kicking ball out-of-bounds on kick-off.

Step 6. View kick-off on tape and have clients identify:
- a. Position of ball at kick-off.
- b. Offensive and defensive kick-off formation.
- c. End zone play:
  1. run back
  2. touch back
- d. Ball kicked out-of-bounds.

Step 7. Explain the "Snap".
- a. Explain "down".
  1. 1st down, play following a kick or at team's first possession. The downs are numbered 1 through 4.
  2. A team must move the ball at least 10 yards to get another 1st down.
- b. The Center snaps the ball to quarterback.
  1. Demonstrate snap.
  2. Ball is snapped on the quarterback signal.

Step 8. Have clients form an offensive line, and have the Center snap the ball on quarterback's signal.

Step 9. View play on tape. Note, and have clients identify and explain:
- a. The snap and player position as well as quarterback signal calling.
- b. Down change:
  1. with each play
  2. 1st down after 10 yard gain
  3. 1st down after the ball changes possession
  4. Note: 1st down after kick-off

VI. Offensive Play

"The Run"

Step 1. Explain and demonstrate the run.

Step 2. Explain and demonstrate a tackle.
- a. A player may continue to run until he is tackled or runs out-of-bounds.

Step 3. Have clients demonstrate running out-of-bounds and tackles (on soft surface).

Step 4. Demonstate a "Pitch Out"

Step 5. Demonstrate the hand-off, noting the difference between the two.

Step 6. Have clients demonstrate the hand-off and pitch out.

Step 7. Explain and demonstrate blocking for a runner (differentiate between blocking and clipping. Show referee signals and penalty assessment.)

Step 8. Have clients demonstrate blocking and clipping.

Step 9. View on tape, identify the above, and have class identify.

"The Pass": Throwing the ball to a Receiver.

Step 10. Explain and demonstrate a pass.

Step 11. Explain and demonstrate the reception.

Step 12. Explain eligible receivers.

Step 13. Explain incomplete pass.
- a. Passes caught out-of-bounds are no good.
- b. Passes caught outside the end zone are no good.
- c. Passes caught which bounce off the turf are no good.

Step 14. Have class members demonstrate: pass, reception, incomplete pass.

Step 15. Identify the different types of passes, have class members also identify from tape.

"The Punt"

Step 16. Explain and demonstrate the punt, noting:
- a. Punter's position, his reception of the snap, the punt itself.
- b. A punt is usually kicked on 4th down, but can be kicked anytime you have possession of the ball.
- c. If a punt is kicked out-of-bounds, opposing team gets the ball where it went out. They have the ball, 1st down.
- d. The opposing team may run-back the punt (if it is in bounds) or may call fair catch. They have the ball, 1st down.

Step 17. Have clients line up in punt formation and punt the ball.

Step 18. View punting on tape and identify different items in the above. Have class members identify and explain examples of punting.

VII. Scoring

"Touchdown"

Step 1. Explain and demonstrate a touchdown.
- a. touchdown run
- b. touchdown pass
- c. point value - 6 points

Step 2. Have clients demonstrate:
- a. touchdown run
- b. touchdown pass

Step 3. Identify touchdown run and pass on tape.

Step 4. Have clients identify and explain touchdown runs and passes from tape.

"Extra Point"

Step 5. Explain ball position for the extra point.

- a. The ball is usually kicked from the ground, but may be passed or run over the goal line.

1. When kicked, the ball must go between the uprights of the goal posts. This is worth 1 point (demonstrate official's signal for good and bad kick).
2. If the ball is run or passed over the goal line, it is worth 1 point in pro football and 2 points in college football.

Step 6. Demonstrate extra point kick, pass for extra point, run for extra point.

Step 7. Have clients run touchdown plays as a team and then try for extra point by kicking, running, and passing.

Step 8. Identify kicking, running, and passing for extra point tries on tape.

Step 9. Have clients identify the above and explain them on tape.

"Field Goal"

Step 10. Explain and demonstrate a field goal, noting similarity to the extra point kick, but there is no touchdown first.
a. point value - 3 points
b. field goal may be kicked anytime, but usually on 4th down.
c. field goal usually kicked from inside the 50 yard line.

Step 11. Have class explain field goal and point value.

Step 12. Have class demonstrate field goal.

Step 13. Identify field goal on tape.

Step 14. Have class identify and explain field goal on tape.

"The Safety"

Step 15. Explain safety.
a. Made by tackling opposing team member behind your goal line.
b. point value - 2 points.

Step 16. Demonstrate safety.

Step 17. Have clients demonstrate safety.

Step 18. Identify and explain safety on tape.

Step 19. Have clients identify and explain safety on tape.

VIII. Defensive Play

Step 1. Explain and demonstrate "The Rush"
a. Rushers may use their hands.
b. Rushers usually include linemen, although linebackers rush on blitz.

Step 2. Explain and demonstrate the "Pass Rush".
a. Concept of off-sides, include referee call and penalty assessment.
b. Blocking the pass and kick.
c. The quarterback sack.

Step 3. Choose offensive and defensive teams and demonstrate examples of rushing.

Step 4. View and identify the rush on tape.

Step 5. Have class identify the rush from tape.

Step 6. Explain and demonstrate covering the run.

Step 7. Demonstrate, having class members follow offensive runners.

Step 8. Identify defensive run coverage on tape.

Step 9. Have class identify defensive run coverage tape.

Step 10. Explain and demonstrate Pass Coverage by:
a. Ends
b. Linebackers
c. Backs

Step 11. Explain and demonstrate pass interference, show referee call, explain penalty assessment.

Step 12. Have class break up into teams and demonstrate pass coverage.

Step 13. Have members demonstrate pass interference.

Step 14. Identify pass coverage and interference on tape.

Step 15. Have class identify pass coverage and interference on tape.

IX. Penalties: There are over 60 different penalties in the game of football. Only the most common are explained and instructed. Many penalties have been covered during previous sessions; they are reviewed.

Step 1. Explain and demonstrate, and give referee signals for simple rule infractions:
a. off-sides (encroachment)
b. delay of game (too much time in the huddle)
c. illegal motion
d. illegal forward pass
e. intentional grounding
f. ineligible receiver

Step 2. Have class demonstrate and identify fouls and show signals.

Step 3. Identify infractions on tape, noting:
a. the infraction in progress
b. referee signal
c. assessment of penalty; show difference in field position on mock-up board.

Step 4. Have class do Step 3. (a-c) using video-tape.

Step 5. Explain and demonstrate personal infractions: penalties which involve player contact.
a. The referee signals personal foul and then signals the particular infraction.

b. Roughing the passer.
c. Unnecessary roughness.
d. unsportsmanlike conduct
e. illegal use of hands
f. clipping
g. pass interference
   1. offense
   2. defense

Step 6. Have class demonstrate and identify fouls and show referee signal.

Step 7. Identify infractions on tape, noting:
a. infraction in progress
b. referee signal
c. assessment of penalty - show change of field position on board

Step 8. Have clients do Step 3 (a-c) using video-tape.

X. Watching A Game

Step 1. Use one class period to view a pre-recorded football game. The instructor should help the student follow the flow of the game, including change of possession, penalties, scoring, half-time, etc.

Step 2. Have clients identify and explain the action. The instructor should note areas in which clients lack understanding.

Step 3. Review problem areas with clients, demonstrating and using tape when necessary.

Step 4. View a game again (it may be necessary to go through steps 2 and 3 again). Note: Information gathered during this section should help the instructor identify weak areas in the program or his teaching procedure, although this information will also present itself in the post-test.

XI. Appropriate Spectator Behavior

Step 1. View tape of "home" spectators during a game, calling attention to appropriate and inappropriate:
a. attire
b. spectator reaction
   1. to successful offensive and defensive home plays (i.e. touchdown, gain of yardage, tackles, interception, quarterback sack, etc.)
   2. to unsuccessful offensive and defensive home plays (i.e., fumble, incomplete pass, etc.)

Step 2. Role play appropriate reactions with clients.

Step 3. Watch game on TV with clients, calling attention to appropriate and inappropriate client behaviors.

Step 4. Attend a game as a group.

Step 5. Discuss behaviors observed at game.

XII. Accessing Football Games

Step 1. Discuss watching football on television.
- a. Games usually on Saturdays, Sundays, Mondays.
- b. Use of TV Guide to find out when there are games.

Step 2. Discuss places where you can attend football games.
- a. YMCA or youth programs
- b. Inter-scholastic sports
- c. Colleges
- d. Professional Games

Step 3. Discuss cost and ticket purchase (when applicable) for each example.

Step 4. Visit a local ticket office, have clients purchase tickets for a game.

Step 5. Attend game with clients.

Post Test - Retest clients using original tape and compare scores.

GENERALIZATION:

1. Make home aware that client has completed program.
2. Ask client if watching or attending football games.
3. Organize a "Monday Night Football Party".
4. Offer to help client purchase tickets for a local game.
5. Talk to clients about games after weekend.

NOTES:

It is time consuming to make video-tapes. Don't erase them!

Label each cassette.

Making tapes for the pretest can most easily be accomplished by transferring information from one tape to another, using two machines.

At the end of class, clients seem to enjoy watching about 10 minutes of a recorded game and then reviewing things which we had learned in earlier sessions.

TIC TAC TOE

PROGRAM: Tic Tac Toe

SELECTION PROCEDURE:

Prerequisites: Symbol and color discrimination (X, O), counting with meaning 1-3, use of pen or pencil.

Contraindications: Poor or no vision.

Selection: Enjoys passive competitive play, expressed interest.

PROGRAM FACTORS:

Group Size: 1-2 clients
Time: 1 hour moderate functioning level
Session Length: 1 hour
Materials: Two colored marking pens (red & blue), paper, pencils.
Set-up Time: Minimal

PROCEDURE:

Step 1. Introduce X-blue, O-red

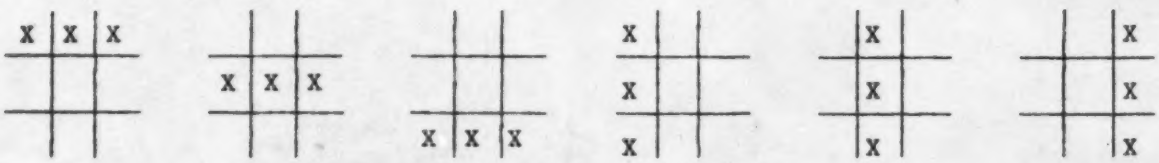
Step 2. Players draw X, O.

Step 3. Introduce playing board

Step 4. Player identifies own mark

Step 5. Players place own mark within square of playing board

Step 6. Instructor illustrates winning combination of horizontal and vertical marks



Step 7. Game is played with red O, blue X. Game can be won only with horizontal and vertical formations.

Step 8. Instructor illustrates two additional ways to win, using diagonal combination marks.

Step 9. Game is played using red O and blue X, winning with combinations illustrated in Step 7 & 8.

Step 10. Game is played without use of separate colors.

GENERALIZATION:

1. Inform home envirnoment of new activity skill.

2. Inquire in three weeks if client is playing.

3. Play a spontaneous game with client during break.

NOTES:

A primer to start table games class.

TOMMY WEE WONDERFUL WATERFUL

PROGRAM: Tommy Wee Wonderful Waterful - Object of the game, button manipulation and resetting.

SELECTION FACTORS:

Prerequisites: Ability to sit at table and attend to task for 15 minutes, motor coordination - grasp, maximum discrimination for completing task.
Contraindications: Poor or limited use of hands.
Method of Selection: Interest after observing a game, stated interest, plays other games.

PROGRAM FACTORS:

Group Size: 1 client
Time: 1-6 hours
Session Length: 15 minutes
Materials: Water, Tommy Wee Wonderful Waterful
Set-Up Time: Minimal

PROCEDURE:

Step 1. Gain client's interest by sitting at table and demonstrating several Waterfuls.

Step 2. Using hand-over-hand prompt, place client's thumb (right or left) over button located at bottom of Waterful (use if client skills are appropriate).

Step 3. Using hand-over-hand prompt, push button in as far as possible.

Step 4. Release button by quickly removing client's thumb from button (many client's keep holding down the button; therefore, a quick release is important).

Step 5. Using a gesture and descriptive praise, reinforce the client when he/she has accomplished the correct partial completion of the game.

Step 6. Repeat steps 2-5 until client can perform without prompts.

Step 7. When entire task is completed, verbally reinforce client.

Step 8. Model or use hand-over-hand prompt to teach turning Waterful upside-down to start (reset) game.

Step 9. Demonstrate removing stopper from Waterful, prompt as necessary.

Step 10. Demonstrate filling Waterful with water, prompt as necessary.

Step 11. Demonstrate replacing stopper on Waterful, prompt as necessary.

GENERALIZATION:

1. In classroom, work with several types of Waterfuls (Waterful Ringtoss, Waterful Fishful, Waterful Robot, Wonderful Waterful Basketball, etc.)

2. Encourage client to play during lunch or break.

3. Contact home environment when program is completed. Inform of cost and stores where Waterfuls may be purchased.

4. Have client bring in Waterful from home and exchange for (short period of time) Waterful of his/her choice.

5. Check to see if client is playing with Waterful at home.

NOTES:

1. Begin with simplest Waterfuls.

2. It may be necessary to determine if client is left or right-handed. Left-handed clients may have some difficulty pressing the button on larger Waterfuls. If so, it may be necessary to work with smaller Waterfuls.

3. The water pressure in particular Waterfuls may cause objects to get caught in pockets located on side of Waterfuls. If so, it may be necessary to teach turning upside-down at an earlier step by demonstration.

4. Once a Waterful has been filled, it may be several months before new water is needed. Therefore, the concept of refilling may not be necessary if occasional help is available.

5. Two-man Waterfuls may be used; however, "competitiveness" need not be taught.

Waterfuls:

1. Waterful Ringtoss
2. Wonderful Waterful Basketball
3. Waterful Fishful
4. Waterful Tic-Tac-Toe
5. Waterful Triangles
6. Waterful Leapfrog
7. Waterful Robot
8. Waterful Starball
9. Wonderful Waterful Hippopotamouth
10. Wee Wonderful Pelican Pouch
11. Wee Wonderful Waterful Needlenose
12. Wee Wonderful Waterful Pottamus
13. Wee Wonderful Waterful Claws

VELCRO DART GAME

PROGRAM: Velcro Dart Game - Throwing, Retrieving, Turns, No Scoring

SELECTION FACTORS:

Prerequisites: Rapid release of objects.
Contraindications: Poor or no vision, limited or no use of arms.
Method of Selection: Interest after observing a game, stated interest, plays other games.

PROGRAM FACTORS:

Group Size: 1-2 clients
Time: 1-6 hours
Session Length: 20 minutes
Materials: Velcro Dart Board, Velcro Balls, Velcro Cloth Target Game.
Set-Up Time: Minimal

PROCEDURE:

Step 1. Gain client's interest by demonstrating throwing the ball and hitting the board.

Step 2. Explain and demonstrate throwing skills.

Step 3. Have client hold ball and drop it on the floor. Do several times.

a. Model dropping if necessary.
b. Model and prompt picking up balls after dropping.
c. Play game of dropping by taking turns.

Step 4. Have client stand 3 feet away from dart board and throw.

a. Model task if necessary.
b. Play game by taking turns.

Step 5. Shape center throwing (work on aiming for middle of target).

Step 6. Move farther away from board until 6-10 feet away. Client should hit target 50% of time.

Step 7. Play one complete game.

GENERALIZATION:

1. Send note home indicating client's ability to play game.
2. Have client play during lunch or break.
3. Check with client 2-3 weeks after playing, to note progress in skills.
4. Call home environment to explain client's extended progress in skills and offer to buy game.
5. Try regular darts.

NOTES:

1. If there is a problem with client throwing too hard, prompt throwing underhand.

2. If there is a problem with ball sticking, go to cloth game, fade back to board game.

3. Emphasize arc to improve number of balls which stick.

4. Game may be mastered on Velcro cloth target.

UNO CARD GAME

PROGRAM: Uno Card Game - Total game excluding shuffling and dealing.
No scoring.
Competitive.

SELECTION FACTORS:

Prerequisites - Color matching skills, enough fine motor coordination to pick up cards; receptive vocabulary at minimal 6 year level.

Contraindications - Poor or no vision, home ban on card playing.

Method of Selection - Expressed interest, plays other card games, enjoys competitive play, home members play Uno.

PROGRAM FACTORS:

Group Size - 2-4 clients
Time - fast learners 1-4 hours, slow learners to 20 hours.
Session Length - 30-45 minutes
Materials - Uno cards, $3-5.00 per deck, table, chairs, card holders.
Set-Up Time - Minimal

PROCEDURE:

Step 1. Explain object of game, refer to those known individuals who play.

Step 2. Introduce color and number cards.
a. Do match to sample by color.
b. Do match to sample by number.

Step 3. Game Set-Up.
a. Instructor shuffles and deals face down.
b. Form draw and discard piles.
c. Everyone turns cards face up on table.

Step 4. Play modified game matching colors and numbers.
a. Prompting choices.
b. When prompt free - hold cards.

Step 5. Introduce "Wildcard".
a. Do match to sample.
b. Explain/demonstrate, return demonstrate.

Step 6. Play modified game.
a. Prompt choices if necessary.
b. Clients shuffle and deal if possible.

Step 7. Introduce "Wildcard Draw Four".
a. Explain/demonstrate, return demonstrate.
b. Play mini game using new cards.

Step 8. Introduce "Draw Two" cards.
- a. Explain/demonstrate, return demonstrate.
- b. Review other wild cards.
- c. Play mini game.

Step 9. Introduce "Skip" card.
- a. Explain/demonstrate, return demonstrate.
- b. Play mini game.

Step 10. Introduce "Reverse" card.
- a. Explain/demonstrate, return demonstrate.
- b. Play mini game.

Step 11. Play Uno.
- a. Play game, as during mini games, prompt card selection if necessary.
- b. Play at least 2 games without staff.
- c. Must be able to play error free.
- d. Class end.

(Error Routines: If wild card errors occur, explain card functions, insert wild card selection by function drill.)

GENERALIZATION:

1. Send game completion note with cost - available most stores which sell games. $3-5.00

2. Suggest playing at break or lunch.

3. Ask client in one week if playing.

4. Call home environment to inquire if playing at home.

5. Offer to buy game if client or home pays.

NOTES:

If cards are placed in a card tray, the draw and discard piles can be passed from one player to another. This helps a player to know when it is his turn, and prevents the cards from scattering.

Appendix

For Further Reading

Barnes, Ellen, Carol Berrigan and Douglas Biklen What's The Difference? Syracuse, New York: Human Policy Press (P.O. Box 127, University Station, 13210), 1978. This paperback has 94 suggested activities for classroom teachers and 55 pages of resources for teaching students or creating awareness in students about handicaps. An excellent book, every teacher should have a copy.

Niklen, Douglas Let Our Children Go: An Organizing Manual For Advocates And Parents. Syracuse, New York: Human Policy Press (P.O. Box 127, University Station, 13210), 1974. Like most of the material from Human Policy Press, this is very well suited to its purpose. This paperback has some more aggressive "hardcore" advocacy tactics as well as excellent coverage of the related issues and some more conservative techniques.

Dickman, Irving R. (Compiler) Thinking/Learning/Doing Advocacy. New York, New York: United Cerebral Palsy Associations (66 East 34th St., 10016), circa 1974. This 128 page booklet is a demonstration project report which describes seven model project sites and also presents some useful methods and structures for advocacy.

Hutchison, Peggy and John Lord Recreation Integration 1979 $5.95 (Leisurability Publications, Inc., Box 36, Station A, Islington Ontario, Canada, M9A 4X1) This is the best book on integrated recreation and leisure. It is an excellent analysis of the issues, presentation of a model, and identification of strategies.

Joswiak, Kenneth E. Leisure Counselling Program Materials For The Developmentally Disabled. Washington, D.C.: Hawkins and Associates (804 D St., NE, 20002) 1976. This book presents the rationale and methodology for a leisure counselling program.

Kaxdin, Allan E. Behavior Modification In Applied Settings. Homewood, Illinois (60430): The Dorsey Press, 1975. This is a good introductory book on applied behavior analysis. There are several other good books on applied behavior analysis. One should have a book on the topic to develop a systematic approach to recreation and leisure.

Leisurability (Journal of) $11.00 per year (Leisurability Publications, Inc., Box 36, Postal Station A, Islington, Ontario, Canada M9A 4X1) This quarterly journal, now edited by Peggy Hutchison, "focuses on advocacy and integration

into and through play, recreation and leisure." Highly recommended.

Overs, Robert P., Sharon Taylor and Catherine Adkins. Avocational Counseling Manual: A Complete Guide to Leisure Guidance (Hawkins and Associates, 804 D. St., NE, Washington, D.C. 20002) 1977. This paperback presents the structure for a leisure counselling approach with a systematic classification tool and instrumentation. Although not written specifically for disabled populations, this book describes the process for those clients who require little activity skill training.

Public Awareness. DD/TAS Developmental Disabilities/Technical Assistance System (625 West Cameron Avenue, Chapel Hill, North Carolina 27514) There have been a number of 75 to 100 page booklets on public awareness and public education by various authors/editors from Chapel Hill. There is a lot of good information in these booklets.

Sullivan, Mary Beth, Alan J. Brightman and Joseph Blatt Feeling Free, Reading, Massachusetts (01867): Addison-Wesley, 1979. $5.95 This paperback, based on the television series by the Workshop on Children's Awareness, "will make you think, let you laugh, and leave you questioning myths about people with disabilities". It has many awareness activities suitable for many ages.

Wehman, Paul and Stuart Schleien Leisure Programs For Handicapped Persons: Adaptation, Techniques And Curriculum, Baltimore, Maryland: University Park Press (Chamber of Commerce Building, 21202), 1981. Wehman and his colleagues have been the most prolific in publishing materials on the use of the applied behavior analysis technology in teaching recreation, leisure and play skills to handicapped individuals. This is a distillation of the earlier 789 page, four volume Leisure Skills Curriculum For Developmentally Disabled Persons: The Virginia Model, which contained over 500 components of 150 activities or pastimes. This book also details a model and gives some suggestions of a total program.

Witt, Peter Community Leisure Services And Disabled Individuals, Washington, D.C.: Hawkins and Associates (804 D St., NE, 20002) 1979. This revision of the 1977 book was one of the early books directly dealing with disabled individuals participating in community leisure. It covers the necessary steps to be taken by facilitators to promote integration in part one and in part two, 12 articles are reprinted from Leisurability.